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The primary objective of this study was to determine the educational needs of non-college bound rural high school students in the Quincy school district and to make the information available to the administration and board members of the district with general recommendations for curriculum change. The project consists of two separate parts: (1) study group of 15 certified staff members to seek answers to selected questions, and (2) an extensions course from Washington State University available to staff members of the entire school district. The study group conducted the research activities in the areas of: (1) past high school graduates, (2) community survey and lay committee, (3) curriculum development, and (4) resources and special problems. Well over half (56 persons) of the teachers in the school district were enrolled in the extension course and all grade levels were represented. The extension course was designed to help teachers and administrators gain an understanding of the basic principles of vocational education and to create an awareness of the responsibility of schools in preparing non-college bound young people for the world of work. General recommendations made by the study group to the administration and board members are included. (MM)

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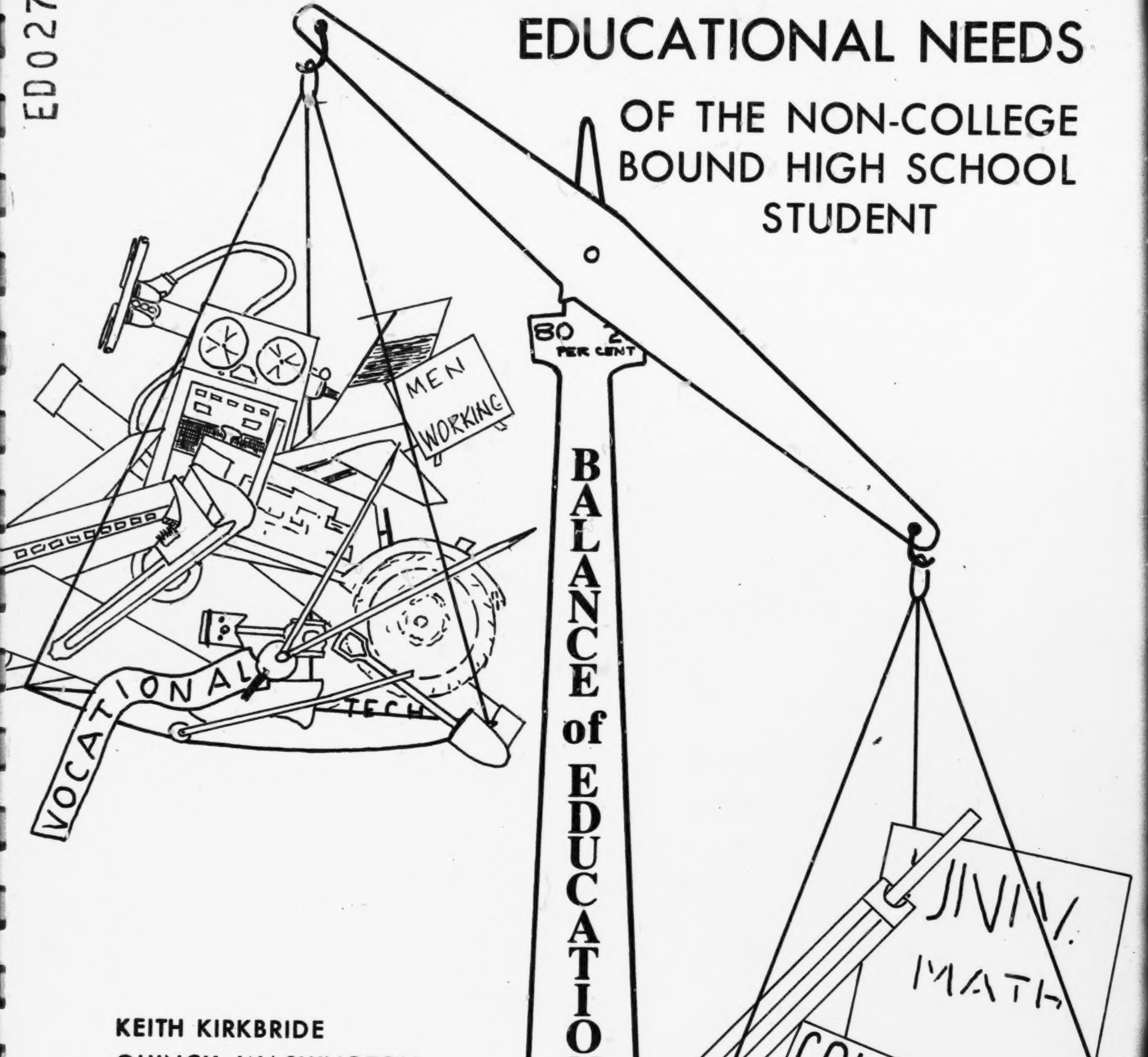
EDUCATIONAL NEEDS
OF THE NON-COLLEGE BOUND HIGH SCHOOL STUDENT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PER CENT
MEN WORKING
BALANCE of EDUCATION
VOCATIONAL
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COLLEGE PREP.
No. 2 PENCIL

KEITH KIRKBRIDE
QUINCY, WASHINGTON

WASHINGTON STATE
RESEARCH COORDINATING
UNIT

VT007513

Final Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A STUDY TO IDENTIFY EDUCATIONAL NEEDS OF NON-COLLEGE BOUND STUDENTS IN A RURAL PUBLIC HIGH SCHOOL OF SIX HUNDRED STUDENTS

Final Report.

By

2
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3 Quincy School District 144-101
Quincy, Washington
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August 1968

The research reported herein was performed pursuant to a grant with the Washington Research Coordinating Unit for Vocational Education, Olympia, Washington. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Washington Research Coordinating Unit for Vocational Education,
George P. Pilant, Coordinator
Olympia, Washington

TABLE OF CONTENTS

PAGE

FOREWARD iii

ACKNOWLEDGEMENTS v

SUMMARY 1

CHAPTER

I. INTRODUCTION 3
- Problem Under Consideration 3
- Objectives 4
- Procedure to Select Study Group 5
- Extension Course Description 5
- Value of Extension Course 6

II. METHOD 8
- General Procedure 8
- Survey Procedure 9
- Past Graduate Committee 9
- Community Survey and Advisory Committee 11
- Curriculum Development Committee 12
- Student Questionnaire 12
- Resources and Special Problems Committee 13

III. DISCLOSURES AND DEDUCTIONS BY COMMITTEES 14
- Past Graduate Committee Report 15
- Community Survey Committee Report 26
- Curriculum Committee Report on High School Survey 31
- Curriculum Committee Report on Post High School Survey . . . 37
- Resource Committee Report 42

IV. RECOMMENDATIONS TO SCHOOL BOARD 45
- Implementing Changes in the Present Curriculum 45
- Vocational Classes 45
- Problem Areas for Inservice Training 46
- Counseling and Guidance 46
- Coordination 47
- Scheduling Systems 47
- Advisory Committee Report 48

V. CONCLUSIONS AND OVERVIEW 49

BIBLIOGRAPHY 51

APPENDIX A
  - Letter to Past Graduates
  - Survey of Former Students
  - Community Survey
  - Questionnaire for High School Students
  - Post High School Survey

APPENDIX B
  - Lay Advisory Committee Report

APPENDIX C
  - "The Dilemma of English--A Proposed Solution"

APPENDIX D
  - "Prairie-Town Boy"

APPENDIX E
  - "The World of Work"

APPENDIX F
  - Newspaper Clippings

FOREWORD

What has come to be known as the Quincy Project was first conceived by Mr. Keith Kirkbride during the summer of 1966. Mr. Kirkbride was the teacher of vocational agriculture at Quincy High School and was at the time enrolled as a graduate student at Washington State University. He was keenly interested in providing an opportunity for a large number of his fellow teachers in the Quincy Schools to learn more about Vocational Education and to have a large portion of the teaching staff give serious consideration to the matter of curriculum development in the Quincy Schools.

The general idea for such a project was endorsed by Mr. Ernest Forge., Superintendent of the Quincy Schools. Because time did not permit, a formal proposal was not written in 1966.

Mr. Kirkbride again returned to graduate studies at Washington State University in the summer of 1967 during which time a written proposal was developed for the Quincy Project. There were several basic features which made this proposal unique. First, a General Extension course in Vocational Education would be offered by Washington State University to teachers of the Quincy School District who were interested in formally studying vocational education. Another important feature was that a lay committee of citizens would be involved in some aspects of the deliberations. In addition, it was felt that there should be a special group of teachers selected from the whole Quincy School District Teaching Staff who would devote time and effort to conduct the necessary studies and gather such information as would be needed to make recommendations with respect to curriculum changes.

It seemed appropriate that the Research Coordinating Unit in Olympia which concerns itself with studies dealing with occupational education would be the appropriate office from which to secure assistance. It was through the efforts of Mr. George Pilant, Coordinator, Washington Research Coordinating Unit for Vocational Education, that a written proposal was completed, submitted, and ultimately approved.

Mr. Ernest Kramer, State Director of Vocational Education in Olympia, pledged his support of this project as did many members of his Olympia staff. Mr. Ernest Forge, Superintendent of Schools at Quincy, and Mr. Harold Kafer, Principal of the Quincy High School, both gave their support to the project.

Through the cooperation of Mr. Norman Braden, Director of General Extension, Washington State University, Education 440, Vocational Education, was made available to teachers of the Quincy School District as an extension night class. Mr. Richard Cargill, an outstanding teacher of agriculture at nearby Wenatchee, accepted the responsibility of instructing the course.

A most gratifying aspect of the Quincy Project has been to observe the deep interest and concern of so many people, not only those directly involved in education but also those service minded members of the community who devoted much time and effort to the project.

Much credit for the success of the project can be attributed to the dedication and leadership of the Project Director, Keith Kirkbride and also to those fifteen dedicated teachers who served as the study group.

It will be necessary to conduct some type of folow-up study in the next year or two to determine if there has been any curriculum change in the Quincy Schools as a result of the Quincy Project.

C. O. Loreen
Professor of Agricultural Education
Assistant Project Director

ACKNOWLEDGEMENTS

The project director wishes to express his sincere thanks and appreciation to all persons who assisted in any way to make this study possible and successful.

A special thanks goes to Mr. George P. Pilant, Coordinator, Washington Research Coordinating Unit for Vocational Education, Olympia, Washington, who provided guidance, consulting services and encouragement on the general design of the study. Mr. Pilant visited Quincy many times, worked closely with the project director, the committees, and the course "Education 440c".

The author is indebted to Dr. C. Oscar Loreen, Professor of Agricultural Education, Washington State University, for assistance on much of the original proposal, for arrangements and design of the special extension course, "Education 440c", and for help with the writing of the final report.

Staff members at the Quincy School District who spent many hours doing the research were divided into committees as follows: Post Graduate: Mr. Robert De Gabriele, Mrs. William Vann, and Mrs. Frank Morrison; Community Survey and Advisory: Mr. Lynn Weissenfels, Mr. Robert Gorman, and Mrs. Dub Cooper; Curriculum: Mr. Ray Conrad, Mrs. Matt Kazda, Mrs. Merelyn Jones, Mrs. Harold Anderson, Mr. Carl Elliott, and Mr. Dave Carmichael; Resources Committee: Mrs. Larry Elliott, Mr. Charles Tweten, and Mr. Curt Byrnes.

The special community advisory committee set up for the study is recognized as an important aspect of the study. The direction and understanding by the following persons is appreciated: Francis O'Donnell, school board and manager of farm supply business; Don Lindberg, publisher of Quincy Post-Registrar; Fred Lischka, Lyons Club and real estate; Ted Martin, Grange and farmer; Harold Beckemeier, president of Chamber of Commerce and manager of lumber business; Bill Dodge, Chamber of Commerce Education Committee and insurance; Don Kneweno, certified public accountant; Don Nelson, manager KPOR radio station; Jerry Rossow, personnel director of a processing plant; Sid Flanagan, State Representative and farmer; Jack Tobin, electrical contractor; Hank Aitken, manager of farm supply business; Ernie Buchanan, manager of Public Utility District; Dick Leideman, banker; Zene Flinn, manager of farm supply business; Dr. James Stansfield, doctor; and Mrs. Jack Mayfield, Junior Women; Mrs. Carl Christensen, Quincy Library; Mrs. Henry Miller, League of Women Voters.

The Quincy school board of directors is to be commended for their cooperation, interest, and approval.

Many other people too numerous to mention, were involved either directly or indirectly in this study. Sincere appreciation is extended to each even though space does not allow a listing of their names.

Keith Kirkbride
Principal Investigator

SUMMARY

The primary objective of this study was to determine the educational needs of non-college bound high school students in the Quincy School District, and to make the information available to the administration and board members of the district with general recommendations for curriculum change.

The project divides into two separate parts. (1) A study group of 15 certified staff members to seek answers to selected questions. (2) An extensions course, Education 440c, Washington State University, available to staff members of the entire school district.

Fifteen certified staff members were selected from the district to take part in the program. Basis for the selection included one staff member from primary grades, one member from elementary grades, and two members from the junior high school. Other individuals selected to comprise the study group included the district curriculum coordinator and teachers from the fields of English, mathematics, social studies, industrial arts, home economics, commercial, physical education, science, and library.

The 15 members of the study group conducted the research activities. Areas of work assigned fitted into four general categories with a chairman placed in charge of each as follows:

1. Past high school graduates (3 members)
2. Community survey and lay committee (3 members)
3. Curriculum development (6 members)
4. Resources and special problems (3 members)

Results from various meetings of the study group together with information gathered by the committees was used by the 15 member committee to make the following general recommendations to the administration and board members.

1. That more consideration be given in our existing classes for serving the 50 percent who will not be planning further formal education.

2. That curriculum and instructional innovations be coordinated throughout the district as well as on a building to building basis.

3. That an expanded counseling and guidance program be organized for the district.

4. That vocational education be viewed as a part of the total educational offerings of the school district.

5. That the scheduling systems be investigated and evaluated in order to help meet educational needs of all students.

6. That there are specific areas for further studies. (See page 16.) These should be a basis for inservice training for all teachers to enhance a better understanding of non-college bound students.

Perhaps the most important factor in this project has been the involvement of a large segment of the academic faculty and lay persons becoming knowledgeable of the goals of vocational education. Many staff members and citizens of the community have become associated with the problems of achieving an expanded vocational program.

The General Extension Course 440c, "Principles of Vocational Education", was a valuable aspect of the research project. The sessions using resource persons from throughout the state were educational, interesting, and informative.

Well over half of the teachers in the Quincy School District were enrolled in the extension course. All grade levels were represented. A total of 56 persons enrolled for the course, including a few faculty members from nearby districts.

CHAPTER I

INTRODUCTION

Problem Under Consideration

A common criticism of the public schools in the United States is that the general curriculum is oriented toward college entrance. The President's Panel of Consultants on Vocational Education has emphasized that only about 20 percent of our young people go on to complete college.[1] This means that 80 percent of our high school students will likely enter occupations requiring less than a college degree. Unfortunately, these percentages are reversed in terms of high school preparation. Usually 80 to 85 percent of the high school students are offered college preparatory courses while only 15 to 20 percent have had the vocational training that will give them job entry skills upon completion of their high school education.

One of the most pressing problems at present is the emerging need for the schools to provide vocationally useful education to students who for one reason or another will not graduate from college. These students will eventually enter nonprofessional occupations of various types.

"Traditionally many of our schools have been oriented primarily toward the college bound. In such schools the other students have received little, if any, recognition or encouragement. Many reacted by regarding school as a sort of prison to be left as soon as legally possible."[2]

The need for this study was based to a great extent on these assumptions:

1. Many teachers do not understand the true meaning of Vocational Technical Education.
2. Many teachers do not understand how Vocational Education can contribute to the future of the non-college bound student.
3. Community involvement and support is important for the success of vocational courses.

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[1] Education for a Changing World of Work: Report of the Panel of Consultants on Vocational Education, (Washington: Government Printing Office, 1964)

[2] Educational and Occupational Aspirations and Expectations of High School Juniors and Seniors in the State of Washington: (Washington State University, 1966)

4. Citizens in the small community do not generally feel the need for involvement of the community as part of the vocational education process.

5. Present curricular organization of the small high school is not keeping pace with the demands of our urban industrial society.

6. The small rural school should plan vocational-technical programs which will prepare non-college bound students to take a useful place in the work force of our nation.

7. Schools should know what they can do for students who have no educational goals.

8. To change curricula is difficult.

9. Schools need a broadly based curriculum to meet the needs of all students.

10. Vocational and technical education has not achieved the status and prestige it needs to perform its vital role in school and society.

Until quite recently, vocational education has had little recognition or status as an important facet of high school education. The Vocational Education Act of 1963 has changed the picture somewhat by providing much-needed funds to states for the promotion of vocational programs. However, the academic classroom teacher and counselor are too often ignorant of, or indifferent to, the implications of vocational courses in the curriculum. Teachers who have been involved with higher education in their own preparation have had only a casual contact with occupational areas requiring other than college training. The college training for teachers is usually of academic orientation. It follows then, that their thinking in relation to students is oriented toward college preparation.

It seemed logical to hypothesize that a root cause for the neglect of vocational education is a lack of knowledge by school personnel of the importance of this kind of training. It was believed that proper instruction by the staff members in vocational education and orientation toward vocational-technical needs of students would bring desirable changes in attitudes of staff members.

Vocational Agriculture and Home Economics, having been offered at Quincy High School since 1953, were the only vocational courses in the Quincy High School curriculum when the study was started.

Objectives

The primary objective of this study was to determine the educational needs of non-college bound high school students in the Quincy School District, and to make the information available to the administration and board members of the district with general recommendations for curriculum change.

Secondary objectives included:

1. Development of a greater understanding of the principles of vocational education on the part of the project personnel, total school staff, and the community at large.
2. Creation of an awareness on the part of school administrators, teachers, and the lay community of the responsibility of schools for preparing non-college bound young people for the world of work.
3. Investigation of the possibility of adding additional Vocational Education courses to the present curriculum.
4. Examination of ways the academic classes may provide more useful content for vocationally bound students.

Procedure to Select Study Group

Fifteen certified staff members from Quincy School District 144-101, Quincy, Washington, were selected to take part in the program. Selection was made by the project director from those interested in the project and willing to devote 60 or more hours to the research problem described above.

Mrs. Dub Cooper, a first grade teacher, was selected from the primary grades; Dave Carmichael, a sixth grade teacher, represented the elementary level; Charles Tweten and Carl Elliott represented the junior high school. Other individuals selected to comprise the study group included Robert Gorman, the district curriculum coordinator, and the following high school teachers: Mrs. Merelyn Jones, English; Mrs. William Vann, mathematics; Ray Conrad, industrial arts; Mrs. Larry Elliott, home economics; Mrs. Harold Anderson, commercial; Robert De Gabriele, science; Lynn Weissenfels, science, photography, and work experience; Curt Byrnes, social studies and physical education; Mrs. Frank Morrison, foreign language and art; and Mrs. Matt Kazda, library and college preparatory English.

Extension Course Description

All members of the study group were enrolled in a General Extension Course, Education 440c, "Principles of Vocational Education", provided by Washington State University. Mr. Richard Cargill, vocational agriculture instructor teaching at Wenatchee High School, was an estimable person in the capacity of instructor for the course. Mr. Cargill was able to view the general problem because of his 10 years in high schools and his experiences with teaching adult classes.

Other members of the Quincy faculty were encouraged to enroll in the extension course even though they were not selected as members of the study group. Well over one half of all teachers in the Quincy School

District were enrolled in the course which carried two semester hours of credit. A total of 56 faculty members completed the course. All grade levels were represented. A few teachers and administrators from nearby school districts were also enrolled. Members of the advisory committee attended various sessions as guests whenever special interests seemed to be indicated.

Twelve evening sessions were held in the high school library beginning on January 25, 1968. One meeting was held at the community college at nearby Wenatchee. The course of study was especially valuable to help teachers and administrators gain an understanding of the basic principles of vocational education.

Several people from throughout the state of Washington took an active part by serving as resource persons and guest lecturers. The many areas of vocational education were discussed by the respective state directors or their representatives from the Coordinating Council for Occupational Education in Olympia as follows: Mr. Ernest Kramer, State Kirector of Vocational Education; Mr. Le Roy McCartney, Distributive Education; Mr. James Taylor, Business and Office Education; Mr. Dean Wagaman, Vocational Guidance and Counseling; Miss Margie Lowrance, Home and Family Life Education; Mr. Frank Wimer, Trade and Technical Education; Mr. Robert Corless, Agricultural Education; and Dr. Marjorie Andrews, Guidance, and Mr. George Whitney, Social Studies, from the State Department of Education.

Educators from several community colleges explained existing programs in occupational education and growth in areas of post secondary programs by using a panel moderated by Dr. William Steward, President of Wenatchee Valley College. Panel members contributing were Dr. Orville Carnaham, Yakima Valley College; Dr. Robert Wallenstein, Spokane Community College; Mr. Henry Bauer, Wenatchee Valley College; and Mr. George Conatore and Mr. Fred Huston of Big Bend Community College.

A panel used to illustrate the various vocational programs in existence in the Yakima Valley schools was moderated by Mr. Robert Corless, Supervisor of Agricultural Education. Members of the panel were Mr. Blaine Hardy, Yakima Valley College; Mr. Orrin Dybdahl, vocational agriculture teacher, Grandview; Mr. Chevy Chase, vocational agriculture teacher, Sunnyside; and Mr. Floyd Winegar, guidance, from Yakima.

Value of Extension Course

The General Extension Course was a valuable aspect of the research project. The sessions using resource persons from throughout the state proved to be educational, interesting, and informative.

Several teachers were inspired to try ideas gleaned as a result of instruction during the course. An example of a teacher idea is presented in Appendix C, "The Dilemma of English--A Proposed Solution" by Mary E. Kazda, an English instructor and high school librarian. Mrs. Kazda explains some possibilities for teaching English in a way that might better meet the educational needs of more students.

A paper by Doris Simmons, a fourth grade teacher, is shown as Appendix D. The value of primary vocational education was depicted in many ways. One of the interesting projects was the tape and script, "Prairie-Town Boy", narrating Carl Sandburg's early job experiences. Following a listening session from the tape, questions were presented for discussion.

The seventh grade guidance director, Elizabeth Click, Ephrata Junior High School, developed a group guidance unit shown in Appendix E as "The World of Work". The unit was designed to stimulate learning about careers and to motivate seventh graders to do some serious thinking about developing their interest in future job analysis.

The course was organized without a specific text book; however, class members were encouraged to read and study many books, magazines, and vocational journals supplied by the high school library. Several copies of *Vocational and Practical Arts Education*, *Cooperative Occupational Education*, and *Man, Education, and Work* were available for special assignment.

CHAPTER II

METHOD

General Procedure

Participating in the course "Principles of Vocational Education" was a prerequisite for the staff members selected as the study group personnel for this project. The time spent on the course was in addition to the sixty hours involvement expected of the fifteen members participating in this study.

The project personnel was unified for frequent group discussions and for planning sessions. However, much of the time was devoted to small group and individual endeavors.

The chief investigator assigned individuals and small groups to seek answers to the following questions:

1. What percentage of Quincy High School graduates do not go to further education and training? What percent start college, but do not complete?
2. What happens to the non-college bound student from this high school?
3. What do past Quincy High School graduates feel was lacking in curriculum offerings? What suggestions do they have?
4. What do present Quincy High School students feel is lacking in curriculum offerings? What suggestions do they have?
5. What courses of study would various businessmen like us to offer young people in preparing for jobs in this community?
6. What are employer attitudes toward occupational training at the high school level? What are some of the improvements that could be suggested by employers?
7. What jobs are avaiable in the community for non-college bound students?
8. What is the relative effectiveness of pre-vocational education in high school?
9. What types of vocational education should be provided in the Quincy High School?
10. What are other similar schools doing to meet the needs of vocationally oriented students?

11. What can be done to modify the present curriculum to better meet the educational needs of the students?

The project director was free to work with each committee whenever needed.

Survey Procedure

In carrying out the objectives sought, the study group of 15 certified staff members were divided into four areas of work with specific assignments. The committees described below were charged with collecting data from forms they were to develop and to prepare a report that would be presented to the study group.

Past Graduate Committee

Past graduate committee, consisting of three members, was assigned the following areas of investigation. (See sample questionnaire, Appendix A, and committee report, Chapter III.)

1. The percentage of Quincy High School graduates who do not receive further education and/or training.
2. The percentage who attend college but do not complete the requirement for a degree.
3. The status of the non-college bound Quincy High School graduate for the past decade in the world of work.

Survey forms were mailed to 263 former students which was about 25 percent of the high school graduates covering the years 1958 through 1967. The response of one mailing was a return of 232 or 88 percent. No attempt was made to follow up on those that did not reply.

Number of Survey Forms Returned (See page 16.)

Years	Females	Males	Total
1958-1967	127	105	232

This table, showing the number of students, will be the basis for data collected from both the past graduate committee and the curriculum committee. The survey was directed toward non-college bound students. Students did not have an opportunity to respond if it was known that they were college graduates with a baccalaureate degree. All members of the study group assisted in supplying addresses for the mailing of surveys.

Charts and data prepared by the committee has included all those that completed the survey form regardless of education completed.

Approximately one half of those sampled have no further formal education beyond high school. Data suggests that about one fourth have one year of additional education beyond high school.

Years of Education Completed
Percentage (See page 17.)

1958 - 1967	No. of students surveyed	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
Total	230	1.3	50.9	23.5	9.1	3.9	9.1	1.7	.4

The section considering the unemployment and retraining during the past was not conclusive. On many of the questionnaires unemployment was not checked. Many of those who had to retrain to hold a job stated that it was "on-the-job". See page 24 for details.

The present geographical location of those included in the survey shows a high percentage within a 40 mile distance from Quincy. Quincy is a rural community, population 3500, with no large cities within 150 miles. Wenatchee, population over 15,000, is only 30 miles west and Moses Lake with 12,000 people is 40 miles east. Since 34 percent of our students stay close to home, some significance to the type of education needed may be attached.

The table below indicates the spread of residence withing and outside the state of Washington.

Present Residence (See page 25.)

Quincy		Within 40 miles		Eastern Wash.		Western Wash.		Outside Wash.		Outside U.S.A.	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
47	20	33	14	30	13	50	22	53	23	16	7

Many types of employment provided 421 working experiences for 232 former students of the past 10 years. Indications are that the greatest area of employment and experiences are those of homemaking, office occupations, sales clerk, farming, and waitress.

Major Categories of Employment (See page 21.)

	Male		Female		
	Past	Present	Past	Present	Total
Homemaker			3	66	69
Office Occupation	1		40	28	69
Sales Clerk	6	2	11	4	23
Farmer	8	11		1	20
Waitress			12	1	13
Not Available	22	53	3	10	88
All Other	46	43	31	19	139
Total	83	109	100	129	421

The committee used the data in the above table to show that, because diversities within the many types of employment of former students are many, the need for high school education should be a broad base of general education. The possibility of having additional vocational courses to develop the general education may be a better answer.

Charts and tables compiled by the past graduate committee appear in Chapter III. Reports based upon the data were presented to the study group during the study period. Recommendations from the committee were considered by the study group of 15 members when the comprehensive conclusions were compiled.

Community Survey and Advisory Committee

A committee of three members of the study group was designated to function with an advisory committee of laymen. The lay advisory committee, consisting of twenty representatives, recognized and respected experts in their own fields, were helpful in providing advice and direction during the time of this study. The names of the committeemen appear in the acknowledgements.

A survey instrument was developed by the study committee which met with the lay advisory group. A description of the survey form and the complete notes of the committee will be found in Appendix A and Chapter III.

The questions that were a basis of the survey include:

1. What courses of study would various businessmen like us to offer young people in preparing for jobs in this community?

2. What are employer attitudes toward occupational training at the high school level? What are some of the improvements that could be suggested by employers?

3. What jobs are available in the community for non-college bound students?

The survey instrument was distributed in the community by high school students rather than by those involved in the study as it was felt this would not only provide experience for the students but it would also establish a low pressure environment for the respondents.

It is recognized that the instrument contains deficiencies. Some of these were anticipated, others became obvious as ths survey progressed. There are also limitations in the responses. . . not all the items were answered in the seventy survey forms that were completed. Several of the items were open-ended questions that elicited a variety of responses that were most difficult to categorize and tabulate. This makes it somewhat difficult to interpret the results. It is believed, however, that the responses do give some indication of community reaction to the three basic questions being researched.

Curriculum Development Committee

The curriculum development committee consisting of six members was assigned three questions for investigation.

1. What do past Quincy High School graduates feel was lacking in curriculum offerings? What suggestions do they have?
2. What do present Quincy High School students feel is lacking in curriculum offerings? What suggestions do they have?
3. What can be done to modify the present curriculum to better meet the educational needs of the students?

A survey form, Appendix A, was developed and was mailed with the past graduate survey to the same 263 former students mentioned earlier. The committee considered the same ten year period of from 1958 through 1967.

The purpose and intent of the questionnaire was to evaluate the curriculum as it applied to work in which our former students are involved. No attempt has been made at this time to find the number or percentage of students who actually took the course listed in each question. There is reason to believe that fewer students took agriculture than biology and fewer took foreign language than took English.

Questions one and two, "What classes have you found most useful since leaving school?" and "What classes have you found least useful since leaving school?", each requested a selection of three answers from a list of 29 subject areas. Indications from these two questions when combined with the suggestions gave the committee a basis to make recommendations regarding curriculum change.

Student Questionnaire

The curriculum development committee also developed a questionnaire for the present Quincy High School students. Answers were obtained from

507 students by administering the form in each of the English classes by the teacher in charge of that class. Because the survey was not administered by the same person and under the same conditions, its validity is not known, however, there seems to be a consistent picture of the entire student body.

Appendix A shows the form used, and the report by the curriculum committee is given in Chapter III. Information gathered was used to aid in making decisions for the recommendations of curriculum change.

Resources and Special Problems Committee

The resources and special problems committee was concerned with the following questions:

1. What is the effectiveness of vocational education in the high school?

2. What types of vocational education should be provided in the small high school?

3. What are other similar schools doing to meet the needs of vocationally oriented students?

In order to find answers to these questions, 75 representatives from the following areas were contacted:

Question 1:
- a. Major businesses in Washington and Oregon
- b. Junior colleges and advance training schools in the state
- c. Department of Labor Statistics

Question 2:
- a. Major businesses in Washington and Oregon
- b. Junior colleges and advance training schools in the state
- c. Department of Labor Statistics
- d. County school administrators
- e. Vocational guidance counselors in junior colleges and high schools

Question 3:
- a. Small high schools in the state
- b. Large high schools in the state

Replies from businesses were extremely prompt and helpful. Much interest was noted about the project to identify educational needs.

The committee served a valuable function by having sufficient resource data to be a forceful influence with the entire study group. A report from the resource committee is listed in Chapter III.

CHAPTER III

DISCLOSURES AND DEDUCTIONS BY COMMITTEES

Results and findings of the Quincy Project are presented as committee reports from each of the four general categories which conducted the research.

The findings of this study and the implications which they bring forth are subject to the limitations mentioned in each report. No attempt was made by the project director to alter the content or the method of presentation resulting from the work of each committee.

The type style was changed to reflect the work of others. Each committee report will start a new page with the appropriate descriptive title.

PAST GRADUATE COMMITTEE REPORT

The past graduate survey committee was assigned the following areas of investigation:

1. The percentage of Quincy High School graduates who do not receive further education and/or training.
2. The percentage who attend college but do not complete the requirements for a degree.
3. The status of the non-college bound Quincy High School graduate for the past decade in the work world today.

This study took the form of a survey of former Quincy High School students from the years 1958 through 1967. From the results of this, information was compiled to show:

1. The years of training completed according to class
2. Training beyond high school
3. Attitude, both male and female, toward their present employment as their life work
4. The number of jobs held by individual students
5. The number of types of work done by individual students
6. Reasons for unemployment
7. The need for retraining to hold or to obtain a job
8. The length and attitude toward military service
9. Present geographical location of the former student

Approximately one out of every four students was contacted with eighty-eight percent (88%) of these responding. This in itself indicates that Quincy High School has inculcated in its students a sincere interest in and a high regard for education. Particularly gratifying to the committee were the comments many students made stating their definite satisfaction with the education received at Quincy High School. Not only do they value the skills and facts they acquired during high school, but they highly value the intangibles necessary for personal growth and success.

The committee found that there were several weaknesses in the survey. Foremost was the fact that as the survey was directed toward the non-college bound, this committee did not contact students who were known to be college graduates. However, the various committees were not consistent in this, and a number of college students and graduates were surveyed. Their responses were included in the statistics of all the committees, a slanted sampling therby resulted. Furthermore, through an oversight only eleven students of the sixty-eight (68) member 1959 graduating class were contacted. At best this was a very inadequate sampling for this year.

In order to facilitate the reader's grasp of the findings, numerous charts were prepared correlating and summarizing the questionnaire returns. It was the hope of this committee that these charts would be of value in a follow-up study on suggested curriculum change.

Table 1
Number of Survey Forms Returned

Year	Females	Males	Total
1958	21	11	33
1959	5	1	6
1960	10	7	17
1961	10	15	25
1962	6	10	16
1963	16	20	36
1964	15	7	22
1965	17	10	27
1966	16	18	34
1967	11	6	17
Total	127	105	232

Table 2
Years of Education Completed

Class	No. of students surveyed	11 Yr.	12 Yr.	13 Yr.	14 Yr.	15 Yr.	16 Yr.	17 Yr.	18 Yr.
1958	32		53.1	15.6	3.1	9.4	15.6	3.1	
1959	6		33.3	50.0			16.7		
1960	20		70.0	10.0	10.0		10.0		
1961	24		50.0	16.7	12.5	4.2	16.7		
1962	15		13.3	40.0		13.3	6.7	20.0	6.7
1963	35	2.9	51.4	14.3	11.4	5.7	14.3		
1964	22		40.9	27.3	13.6	4.5	13.6		
1965	29		51.7	34.5	13.8				
1966	31	6.5	48.4	32.3	12.9				
1967	16		81.2	18.8					
Total	230	1.3	50.9	23.5	9.1	3.9	9.1	1.7	.4
1958-1963 (Incl.)	132	.7	49.2	18.9	7.6	6.1	13.6	3.0	.7
1958-1964 (Incl.)	154	.6	48.1	20.1	8.4	5.8	13.6	2.6	.6

Of those students who have had the time to complete four years of college (1958-1963) about 14% have done so. This figure is probably lower than what it should be because questionnaries were not sent out to some when it was known that they had graduated from a four-year college.

Approximately one-half of them have had no further training beyond high school. It is therefore very important that these students who do not go on be given the best possible education to meet the needs of the world of work and their leisure time also.

Table 3
Education Beyond High School

TYPE	TIME	Males Number	Females Number	Males Percent	Females Percent	Total Number	Total Percent
FOUR	Less Than One Year	1	3	1.0	2.4	4	1.7
YEAR	One Year	10	7	9.5	5.5	17	7.3
COL-	Two Years	2	4	1.9	3.1	6	2.6
LEGE	Three Years	2	1	1.9	0.8	3	1.3
COM- MUN-	Less Than One Year	3	3	2.9	2.4	6	2.6
ITY	One Year	16	4	15.2	3.1	20	8.6
COL- LEGE	Two Years	6	3	5.7	2.4	9	3.9
	Less Than 3 Months	2	4	1.9	3.1	2	2.6
VO.	3 to 6 Months	1	4	1.0	3.1	5	2.2
TRAIN.	6 Months to a Yr.	5	16	4.8	12.6	21	9.1
	More Than One Year	3	16	2.9	12.6	19	8.2
ON THE JOB		14	4	13.3	3.1	18	7.8
MILITARY		13	1	12.4	0.8	14	6.0

12.9% attend a four year college but do not graduate.
15.9% attend a community college but do not finish.

The girls who go into nurses, dental, beautician, and business training account for the high percent who get over six months of vocational training.

Table 4
Do You Consider Your Present General Occupational Area Your Life Work? If Yes, When Did You Decide

FEMALES *(PERCENTAGE)*

CLASS	*1958*	*1959*	*1960*	*1961*	*1962*	*1963*	*1964*	*1965*	*1966*	*1967*	*ALL CLASSES*
Answer Yes	85.7	80.0	60.0	75.0	83.3	31.3	53.3	64.7	68.7	54.5	64.7
Decided Before Hi.S.	11.1			8.3			12.5	18.2	9.1		8.1
Decided During Hi.S.	44.4	25.0	16.7	33.3	20.0	40.0	50.0	9.1	36.4	83.3	36.0
Decided After Hi.S.	22.2	50.0	50.0	16.7	40.0		25.5	54.5	9.3	16.7	29.1
Decided While on Pres.Job	16.7			25.0		20.0	12.5	12.2	27.3		15.1
Answer No	4.8	20.0	40.0	25.0	16.7	31.3	40.0	35.3	25.0	36.4	25.6
MALES											
Answer Yes	54.5	100.0	42.9	80.0	60.0	30.0	28.6	10.0	inc.	16.7	36.2
Decided Before Hi.S.	16.7		33.3	8.3	16.7	100.0		100.0			28.9
Decided During Hi.S.			33.3	8.3	16.7		50.0			100.0	13.2
Decided After Hi.S.	50.0	100.0		8.3	33.3						18.4
Decided While on Pres.Job	33.3		33.3	58.3	33.3		50.0				34.2
Answer No	45.6		14.3	20.0	30.0	60.0	57.1	90.0	55.6	83.3	49.5

Almost two-thirds of the females indicated that they had found what they regarded as their life work. Of the males only slightly more than one-third felt that way. The much higher percentage for the females is largely due to the fact that already over half of those surveyed have become homemakers and consider this to be a life time job. However, in their comments there were several who indicated that they might go back to work when the children were older.

Over one third of the girls decided on their life work during high school and almost three tenths of them reached this decision after high school. Of the males, on the other hand, almost three-tenths had decided what they wanted to do before they ever entered high school. A little better than one-third of them were not convinced until they were working on present jobs.

Almost one-half of the males answered "no" to this question while only about one-fourth of the females replied in like manner.

Table 5
Military Service Class 1958-1967

CLASS	*1 Yr.*	*2 Yr.*	*3 Yr.*	*4 Yr.*	*5 Yr.*	*6 Yr.*	*Present*	*Career*	*Total*
1958		*2*	*3*			*1*			*6*
1959									*0*
1960			*3*	*1*			*2*	*2*	*8*
1961		*1*					*4*	*1*	*6*
1962		*1*					*4*		*5*
1963		*3*	*1*	*1*			*10*		*15*
1964		*1*					*4*		*5*
1965				*1*			*5*		*6*
1966							*7*		*7*
1967							*1*		*1*
TOTAL		*8*	*7*	*3*		*1*	*37*	*3*	*59*

About 56% of the male students do enter the Military Service.

The number of girls is insignificant. Very few male students consider the Military Service as a career.

Table 6
Past Graduate Committee - Types of Employment

TYPES	MALE PAST	MALE PRESENT	FEMALE PAST	FEMALE PRESENT	TOTAL
HOMEMAKER			3	66	69
OFFICE WORKER	1		40	28	69
CLERICAL	6	2	11	4	23
WAITRESS			12	1	13
BEAUTY OPERATOR			5	3	8
NURSE	1		4	2	7
TEACHER		1	3	1	5
FARMER	8	11		1	20
FARM RELATED	2	2			4
MECHANIC	1	2			3
ENGINEER		3			3
PHYSICIST		1			1
TECHNICIAN	3	3	1		7
COMPUTER PROGRAMMER				2	2
BUSINESS ADMINISTRATION	2	3		1	6
SELF EMPLOYED				1	1
NOT AVAILABLE FOR EMPLOYMENT					
MILITARY	14	34		1	49
STUDENT	4	15	3	8	30
MISSIONARY	4	4		1	9
NOT CLASSIFIED					
UNSKILLED	10	1	6	3	20
SEMI-SKILLED	14	10	5	1	30
SKILLED	11	13	4	3	31
MANAGERIAL	2	4	3	2	11
TOTAL	83	109	100	129	421

Table 7
Ten Major Categories in Types of Employment

TYPES	*MALE PAST*	*MALE PRESENT*	*FEMALE PAST*	*FEMALE PRESENT*	*TOTAL*
HOMEMAKER			*3*	*66*	*69*
OFFICE WORKER	*2*		*40*	*28*	*69*
CLERICAL	*6*	*2*	*11*	*4*	*23*
WAITRESS			*12*	*1*	*13*
FARMER	*8*	*11*		*1*	*20*
STUDENT	*4*	*15*	*3*	*8*	*30*
UNSKILLED	*10*	*1*	*6*	*3*	*20*
SEMI SKILLED	*14*	*10*	*5*	*1*	*30*
SKILLED	*11*	*13*	*4*	*3*	*31*
MANAGERIAL	*2*	*4*	*3*	*2*	*11*
TOTAL	*56*	*56*	*87*	*117*	*317*

The types of employment provided 421 working experiences for the graduates of the past ten years, 1958 through 1967. The chart indicates the number of jobs held in the past and the number of students presently employed in the various categories. In the many types of employment we found ten major employment categories. The graduates indicated that the greatest areas of experience lay in those of homemaking, office occupations, clerical work, waitress, farming or related experiences and education. Next in importance were experiences in the unskilled, semi-skilled, and skilled employment areas. The major types of employment noted by female graduates are homemaking and office occupations. The greatest single source of male employment appears in the farming or farm related occupations.

The diversities within the many types of employment substantiates our belief in the continued need on the high school level for a broad general education. This is especially true because the survey also shows that the majority of students do not determine their life work until after they are graduated from high school.

Table 8
Past Graduate Survey Committee
Number of Jobs and Number of Types of Work

		FEMALE	MALE	TOTAL
NUMBER OF JOBS	ONE	33	46	79
	TWO	32	30	62
	THREE	31	14	45
	FOUR	18	7	25
	FIVE	9	8	17
	AVERAGE	2.5	2.1	2.3
NUMBER OF TYPES OF WORK	ONE	53	51	104
	TWO	54	35	89
	THREE	15	15	30
	FOUR	2	3	5
	FIVE		1	1
	AVERAGE	1.7	1.7	1.7

The average Quincy High School graduate changes jobs about 2.3 times within a 10 year period. He also changes types of work about 1.7 times in the same period of time.

Table 9
Past Graduate Survey Committee
Reasons for Unemployment at Some Time

REASON	*FEMALE*	*MALE*	*TOTAL*
LACK OF TRAINING	*6*	*5*	*11*
LACK OF EXPERIENCE	*9*	*4*	*13*
ILLNESS	*7*	*3*	*10*
HAVE YOU HAD TO RETRAIN TO HOLD A JOB	*7*	*8*	*15*
OTHER REASONS FOR UNEMPLOYMENT	*28*	*20*	*48*
HAVE YOU HAD TO RETRAIN TO GET A JOB	*6*	*4*	*10*

On many of the questionnaires the unemployment reasons were not checked at all. It is hoped this indicates that most of our students have not suffered extensive periods of unemployment.

Many of those who had to retrain to hold a job stated that this was "on-the-job" training.

Table 10
Past Graduate Committee
Present Residence

	QUINCY			WIHTIN 40 MI. RADIUS OF QUINCY			EASTERN WN. OUTSIDE 40 MI. RADIUS			WESTERN WASH.			OUTSIDE WASH.			OUTSIDE U.S.		
CLASS	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
1958	2	1	3	3	2	5	4	1	5	8	3	11	4	4	8			
1959	2		2	1		1				1		1	2		2			
1960	2		2	1	1	2	1		1	1		1	3	1	4			
1961	1	2	3	3	2	5	1		1	1	5	6	5	5	9		1	1
1962	3	3	6					1	1	2	2	4	1	4	5		1	1
1963	3	4	7	1	1	2	1	3	4	9	2	11	2	4	6	1	5	6
1964	1	2	3	3	1	4	3	2	5	2		2	6	1	7		1	1
1965		2	2	6	1	7	4	1	5	4	1	5	2	3	5	1	2	3
1966	2	6	8	3	1	4	3	2	5	5	2	7	2	4	6	1	3	4
1967	4	2	6	1	2	3	3		3	2		2		1	1			
TOTAL NO.	20	27	47	22	11	33	20	10	30	35	15	50	27	26	53	3	13	16
TOTAL %			20%			14%			13%			22%			23%			7%

Number in Quincy ≐ Number in Western Washington ≐ Number outside of Washington (in the U.S.). This points out that vocational training for our students should be rather broad.

Most of those in foreign countries were there as the result of military service or missionary endeavors.

COMMUNITY SURVEY COMMITTEE REPORT

This committee was assigned the following questions for investigation:

1. What course of study would various businessmen like us to offer young people in preparing for jobs in this community?

2. What are employer attitudes toward occupational training at the high school level? What are some of the improvements that could be suggested by employers?

3. What jobs are available in the community for non-college bound students?

These questions are numbered 5, 6, and 7 in the description of the study.

The first approach to this investigation was the formation of a lay advisory group, to provide us with advice and direction. This group, consisting of 20 individuals from the community, discussed the elements of the total study in their initial meeting and offered their suggestions for the contemplated survey of the community. The survey instrument was developed by the study committee following this meeting. At a second meeting, the lay advisory group reviewed the survey instrument and their suggestions were incorporated into the final revision. At their suggestion also, the survey was conducted by high school students rather than by those involved in the study as it was felt this would not only provide experience for the students but it would also establish a low pressure environment for the respondents.

It is recognized that the instrument contains deficiencies. Some of these were anticipated, others became obvious as the survey progressed. There are also limitations in the responses. . .not all the items were answered by the seventy survey forms that were completed. Several of the items were open-ended questions that elicited a variety of responses that were most difficult to categorize and tabulate. This makes it somewhat difficult to interpret the results. It is believed, however, that the responses do give some indication of community reaction to the three basic questions being researched.

This report will summarize each item and the responses thereto.

Item 1. Do high school students seek employment in your area?

Without a high school diploma	51
The first year after graduation	39
After completion of military service	16
Upon completion of higher training or education	25

Estimate length of employment in years: 0 to 1 year, 10; 2 to 5 years, 14; 5 to 10 years, 1; more than 10 years, 2; part time or summer, 4.

Respondents could check more than one category, accounting for the total in excess of the surveys completed. These results appear to have little, if any, significance.

Item 2. What limitations on employment are there that the school should be aware of? The following four were listed on the form and drew the indicated responses:

Physical age and strength, 19; Labor union restrictions, 6; Labor law restrictions, 11 Licensing or certification requirements, 12.

Other restrictions listed, in addition to the aforementioned were:

Apprenticeship, 3; desire to learn, 3; health, 2; and one of each of the following: meeting the public, mental ability, strong character, and marriage. It would seem that before valid conclusions could be drawn from these responses. the specifics of these limitations would have to be known.

Item 3. Approximately how many non-college bound graduates have you hired in the last 5 to 10 years? The responses were as follows:

1 - 5	24
6 - 10	15
11 - 15	4
16 - 20	8
Over 20	11
None	11

These results indicate that most employers in the Quincy area hire relatively few non-college bound employees, over half indicating they hired ten or fewer.

Item 4. For what jobs are non-college people hired? This question, relating directly to question 7 of the study, brought a variety of responses, with about seventeen job types identifiable. Clerking was listed five times, physical labor four times, and waiter, mechanical work, salesmanship, shelf stocking, truck driving, and packing and sorting all being listed twice. Also listed were such jobs as service station attendant, kennel boy, maintenance, type setting, milking, farm work, fountain sales, irrigation rider, and answering telephone.

This item also asked for the percentage of male and female workers. Eighteen respondents hired 95% to 100% male, three hired 90% to 94% male, five hired 80% to 89% male, three hired 70% to 79% male and two hired 60% to 69% male. A total of fifteen hired more female employees than male, six of these hiring from 95% to 100% female.

Item 5. *What specific skills are essential to these jobs? This was an open-ended question and it drew a varied and lengthy response. Six skills were identified by four or more of the respondents. Personality led the list with ten responses; followed by mechanical ability with eight responses; English and math skills with five responses; typing with five responses; ability to follow instructions and learn, four responses; and bookkeeping, four responses.*

Item 6. *Have these employees*

Possessed these skills at time of employment?	22
Been trained in these skills by you?	24
A combination of the above?	33
Been required to obtain special vocational training prior to employment?	6

Item 7. *Are the skills that your employment demands ones that you would expect to be developed in a high school curriculum?*

44 answered yes to this item and 29 answered no, with 2 indicating both yes and no. The item further asked: If yes, to what extent?

Introductory only	5
Moderately developed	23
Completely developed	7

It should be noted that the responses in the above items (six and seven) had reference to those specific skills which the respondent had listed. It would require an analysis of each response to determine what relationship existed between the responses and a specific skill.

Item 8. *Other than specific skills for the job, what personal qualifications do you look for in prospective employees? The six qualifications most often listed could be grouped into the following categories:*

Neatness	32
Personality and ability to meet the public	26
Honesty	13
Reliability	5
Willingness to learn	4
Alertness	4

Item 9. *In reference to Item 8: To what extent should the school be responsible for developing these qualifications? The answers were as follows:*

No responsibility	2
Some responsibility	44
Most responsibility	17
Full responsibility	5

Item 10. The following: Would a college degree be influential in your decision to hire one person for employment over another assuming other qualifications were similar?

There was almost an even split on this, with 33 respondents saying yes and 34 saying no.

Item 11. What specific skills could the school equip students with that might better prepare them for a variety of vocational training schools? Business skills were listed by five respondents, building skills and electronic skills were listed three times, and management, sales, and math skills were listed twice each. Other skills listed included: on-the-job training, distributive education, welding, writing, and communication. Responses of a general nature rather than specific included: teach responsibility, the free enterprise system, ambition, how to work, and the desire to do one's best work.

Item 12. What are some of the major weaknesses that you encounter in young workers in this community? Items relating to maturity and acceptance of responsibility, willingness, etc., led the list with 22 responses. There were five statements that could be paraphrased as expectation of pay being too high for the level of competence of the worker. Other responses included: Poor public relations, weaknesses in speaking and writing ability, job hopping, no work experience, inability to make change, lack of home training, lack of mechanical knowledge, direspectful, lack of skill in reasoning and following directions, low reading ability and lack of confidence.

Item 13. This item listed thirty-two subject areas and asked the respondents to rank six of them in order of value in their employment area. As many of the respondents simply checked six rather than ranking them, it was not possible to determine the relative rank. The following six, however, received the greatest number of checks:

Public relations..............	50
English-writing-grammar.......	39
Salesmanship-merchandising....	35
Work experience...............	34
Business math.................	31
Speech........................	28

Item 14. How would you rate the job done by the schools in developing students in the following areas:

	Poor	Fair	Good	Excellent
Confidence in dealing with people	4	24	23	0
Neatness in work	3	18	25	4
Honesty	3	15	29	9
Patriotism	8	9	21	8
Proper attitude toward work	6	15	21	2
Respect for rights & opinions	5	9	29	7
Proper attitude toward supervision	6	6	28	5
Punctuality	6	10	21	10

Item 15. Indicate your opinion of the following school curriculum areas:

	Over emphasized	Adequate	Needs emphasis	No opinion
Study habits and ability to do research	1	19	15	11
Offering of subjects vocationally orientated	0	17	20	7
Number of required courses	1	26	10	6
Requirements of science and math	1	24	13	6
Athletics	6	29	6	4
Guidance and counseling service	0	18	20	6
Social and dramatic activities	1	28	4	12
Use of community resources	0	20	9	11
Use of library and individual research	0	19	15	11

Item 16. Do you as an employer find inadequacies in new employees in any of the following personnel areas?

	Often	Occasionally	No observation
Ability to accept responsibility	20	19	4
Confidence in leading a group	19	13	16
Wise use of materials and supplies	8	23	12
Respect for his own strengths and weaknesses	3	20	20
Ability to conduct his own business affairs	13	19	6
Thinking through the adjusting to own personal problems	10	21	6

CURRICULUM COMMITTEE REPORT ON HIGH SCHOOL SURVEY

Eleven questions were asked of 507 high school students in Quincy, Washington. Because the survey was not administered under all the same conditions and by the same administrators, its validity is not absolute, but it does seem to give a consistent picture of the entire student body.

We also tried to get some idea of the differences one might expect between the plans of the student who definitely should go to college as compared with the student who probably will not take a college degree. This was done by asking the students to put their grade point averages on the papers. Some did not know their grade point averages, some did not put it down (it was voluntary), and no attempt was made to have the G.P.A. checked. Again, however, the trends indicated seemed to bear out what we would have expected.

The breakdown in numbers of students by classes is as follows:

146 freshmen
116 sophomores
135 juniors
110 seniors

Question I: Are you planning to go to college?

Approximately 76.5% of the total number of students tested plan at this point to attend college. By classes this is broken down as follows:

76.5% freshmen
71.7% sophomores
74.8% juniors
82.0& seniors

This is interesting in light of the fact that a survey done by another group indicated that in the past ten years only 50% of Quincy High School students actually do go on for further education.

If figures above are broken down by classes on the basis of grade point average, we find the following:

	3 Point or Better Grade Point	Less Than 3 Point
Freshmen	90% of this group plan college	72% of this group
Sophomores	92%	53%
Juniors	87%	68%
Seniors	96.2%	77%

The above figures indicate that the percentage of Quincy High School students who expect to go to college is very high, even among those with less than a three point grade average. One might question whether or not they are planning realistically.

Question II: If planning to go to college, check the type that you plan to attend folowing high school graduation.

Four year college	45.8%	Business College	9.5%
Two year college	29.4%	Vocational-Technical	26.2%

Of those planning to attend a 4 year school, 58.9% were 3 point students and 41.1% were less than three point students.

This still indicates a rather unrealistic outlook, since nearly half of the students who plan to get a degree are not "B" students.

Question III: If the answer to number 1 was "yes", check the answer that most nearly gives your main reason for going to college.

This question was designed to determine whether students are planning to attend college just because it is "the thing to do" or whether they have legitimate reasons for going.

To make more money	20%	The work I plan to do requires it	50%
To learn more	30%	Pressure by parents or social status	3%

If the work they plan to do is based on realistic planning, then this indicates a realistic outlook in planning for college.

Question IV: If the answer to number 1 was "no", check the answer that most nearly gives your main reason for NOT going to college.

Only 34 people answered that they were definitely not going to college and only 10 seniors answered this question, so it was decided to omit this because there was inconclusive evidence.

Question V: What work would you like to do as your life work?

50% of the students in all classes were undecided.

This is especially significant regarding the seniors. It indicates a need to do much more quidance and counseling if their school program is to mean much in a practical sense, or else the curriculum should be very general and broad to accomodate all the possibilities.

Question VI: If you have decided on your life work, what Quincy High School Classes are you taking that will directly prepare you for that work? List in the order of their importance.

The validity of this is also questionable since it was almost impossible to relate it to each person, and it hadn't much meaning unless one did; however, the following classes were mentioned most frequently.

1. Math (Rated first by all but the junior class)

2. English (Rated second in all but the senior class, where it was first.)

3. Typing (Rated first in number of votes by juniors and freshmen, but freshmen are not allowed to take it, so possibly they were thinking of it as most important in their total planning.)

4. Chemistry

5. Zoology

These answers correlate with the survey of past high school students regarding the usefulness of math, English, and typing.

Questions VII and VIII are shown in chart form on the accompanying sheets.

Question VII: If Quincy High School were to offer the following courses, which would you like to take?

Those which rated highest with the entire student body were:

1. Auto mechanics
2. Marriage and family relationships
3. Electronics

It was interesting to note the differences indicated between the choices of the 3 point students and the less than 3 point students.

3 point students made these choices:	Less than 3 point made these:
1. Electronics	1. Auto mechanics
2. Business machines	2. Marriage and family relations
3. Auto mechanics	3. Crafts

The other interesting conclusion was that the less than 3 point students showed so much greater interest in these subjects than did the 3 point students.

These conclusions seem to indicate that more vocational or practical types of courses would be welcomed by the Quincy High School student body, particularly by the students who are less likely to go to college.

It also seems to indicate a realistic attitude on the part of the students. They have chosen subjects which really would be useful to them in later life.

Question VIII: What courses now being offered at Quincy High School do you wish that you could take, but have not been or will not be able to take?

This question was designed to find out to what extent schedule conflicts might be affecting their choice of courses. Nothing very conclusive seems apparent, except that almost all of their choices were in the vocational areas. The choices by classes were as follows:

	1st Choice	2nd Choice	3rd Choice
Seniors:	Photography	Bookkeeping	Economics, business law
Juniors:	Botany	P.E.	Shop, chemistry
Sophomores:	Art	Shop, photography	Bookkeeping, typing, psych
Freshmen:	Typing	Shop	Algebra

One would need to further investigate why they cannot get into these classes.

Question IX: Why couldn't you take them? Check the reasons that apply.

44%	Schedule conflicts	21%	Classes already overloaded
20.5%	Too many required subjects	10.5%	Couldn't meet requirements

If these answers are valid, then we must do something about our present scheduling.

Question X: How many classes are you now taking?

This was designed to determine whether or not students were availing themselves of the opportunities offered by our present curriculum, but the results were too inconclusive to be of value.

Question XI: If you are not taking 6 classes, why not?

25%	Couldn't get the classes wanted	20%	No electives I like
80%	Need the study time	7%	Subjects too hard

Of those who said they needed the study time, 70% were the 3 point students and 90% were less than three point students. They were also mostly juniors and seniors.

The evidence seems to point to the fact that although they could take more classes, thus availing themselves of more curricular opportunities, they prefer to spend that extra hour in study instead of in class. There are other factors involved which need further investigation.

Question VII: If Quincy High School Were to Offer the Following Courses, Which Would You Like to Take?

PERCENTAGE OF TOTAL RESPONDENTS

	Seniors + 3 GPA	Seniors - 3 GPA	Juniors + 3 GPA	Juniors + 3 GPA	Soph. + 3 GPA	Soph. - 3 GPA	Fresh. + 3 GPA	Fresh. - 3 GPA
SHEET METAL	.9	8.2	2.2	7.4	3.4	6.0	.7	7.5
ELECTRONICS	6.4	20.0	13.3	17.8	12.1	17.2	17.8	17.8
CRAFTS	2.7	22.7	7.4	19.3	8.6	19.0	4.8	20.5
MARRIAGE & FAMILY	11.8	30.9	4.4	23.0	12.1	20.7	8.2	20.5
BUSINESS MACHINES	12.7	20.9	14.8	25.2	9.5	12.9	11.6	13.0
BUSINESS ENGLISH	9.1	15.5	6.7	12.6	5.2	9.5	6.2	10.3
AUTO MECHANICS	6.4	30.9	11.1	26.7	14.7	26.7	13.7	27.4
NONE	1.8	2.7	3.0	5.2	9.5	2.6	3.4	8.9

Seniors - Percentage figured on total of 110

Juniors - Percentage figured on total of 135

Sophomores - Percentage figured on total of 116

Freshmen - Percentage figured on total of 146

Question VIII: *What Courses Now Being Offered at Quincy High School Do You Wish That You Could Take, But Haven't Been or Won't Be Able to Take?*

PERCENTAGE OF TOTAL

	SENIORS	JUNIORS	SOPHOMORES	FRESHMEN
SHOP	3.6	7.4	8.6	7.5
PHOTOGRAPHY	14.5	6.7	8.6	5.5
BOTANY	9.1	10.4	5.2	4.1
TYPING	4.5	5.9	6.0	13.7
CHEMISTRY	7.3	7.4	3.4	5.5
PHYSICAL EDUCATION		9.6	2.6	2.7
PSYCHOLOGY	6.4	5.2	6.0	4.1
ALGEBRA				6.2
ZOOLOGY	7.3	4.4	5.2	5.5
CHORUS				5.5
ART	5.4		12.1	4.8
AGRICULTURE	3.6	3.0	3.4	4.8
BOOKKEEPING	11.8	5.2	6.0	4.1
SHORTHAND			3.4	4.1
FOREIGN LANGUAGE		3.7	4.3	3.4
WORK EXPERIENCE	4.5	5.2	3.4	
PHYSICS	4.5	5.2	6.0	
C. P. SCIENCE	4.5		5.2	
MECHANICAL DRAWING	4.5			
ANNUAL	4.5			
ECONOMICS & BUSINESS LAW	10.9			
HEALTH & OCC. PHYSIOLOGY	7.3			3.4

See page 35 for numbers upon which the percentage is based.

CURRICULUM COMMITTEE REPORT ON POST HIGH SCHOOL SURVEY

The following results are from a questionnaire sent to students who attended Quincy High School from the years 1955 through 1967. Graduates who were known to have attended a college or univeristy were purposely eliminated from the questionnaire.

The purpose of this questionnaire was to evaluate the curriculum as it applied to work in which our former students are involved. A comment will follow each question in an attempt to broaden these results. However, most results are self explanatory.

Survey results are indicated in percentage totals in eight broad occupation and work areas. The category of technical engineering contained the largest number of work areas--31 in number. These eight general areas are as follows, with examples of some of the jobs placed within each category.

Agriculture and Related:	farming, spray operator, weed district supervisor, feed lot manager, orchard worker.
Engineer and Technical:	industrial schedule planner, IBM key punch operator, computer programmer, data processing, telephone occupations, electrical, building contractor, mechanic, technical illustrator, metal spinner.
Homemaker:	self-explanatory
Student, Unemployed:	grouped together because most unemployed were from the 1967 class, some waiting for schooling.
Personal Service:	manicurist, beauty operator, hairdresser, nursing, dental assistant, x-ray technician.
Professional and Semi-Professional:	ministers, teachers, graduate engineers, physicist.
Armed Forces:	varied duties; no answer from a career.
Clerical, Office, and Sales:	insurance claim adjustor, office manager, travel consultant, accountant, bookkeeper, legal secretary, office machines, secretary, clerk-typist.

A comment here concerning question 3: Requests for classes in subjects listed below course number 29. As in all of our results, they are indicated in a percentage of the 220 replies we received. The results of question 4 tie in very closely with question 3, in that it gives a reason for not taking the courses they would like to have taken. A realistic look at our curriculum arrangement and the graduation requirements, are definitely indicated.

Question I *What Classes Have You Found Most Useful?*	*Agriculture & Related*	*Technical Engineering*	*Homemaker*	*Student Unemployment*	*Personal Services*	*Professional & Semi-Professional*	*Armed Forces*	*Clerical Office*	*Total Percentage*
1. Agriculture	56	32		21			24		14
2. Art	6	4	4	7					3
3. Biology	25	4		21	25	29	7		9
4. Botany	6	7	24	7	12		3	24	12
5. Bookkeeping	12		4	7					3
6. Business Law		4	2	3			7	3	3
7. Chemistry	6	7		28		29	3		8
8. C. World Prob.		7	4	10	12	18	17	3	7
9. Drafting	6	28				6	3	3	5
10. Economics			2	3			7		2
11. Electricity	6	7					7		2
12. English	25	46	43	52	25	47	59	65	51
13. Foreign Language				7		6	10	3	3
14. Health Education		11	9			6	7		5
15. History			2	10				3	2
16. Home Economics		11	65	7	25	6		14	22
17. Industrial Arts	12	4		7		12	14	3	6
18. Journalism			4					3	1
19. Mathematics	69	100	31	41	37	29	41	41	46
20. Music		7	6	7		12			4
21. Photography		4							1
22. Psychology	6	7	6	17	25	6	17	14	11
23. Physics		4				18	3		2
24. Shorthand			15	7				27	9
25. Sociology	6	7	11	10	12	6	3	11	7
26. Speech	12	7	11	10	12		10	5	9
27. Typing	25	50	50	48	37	53	21	78	45
28. Work Experience	12	4	4	10			7	3	5
29. Zoology			4	3		35	3		5

As anticipated the most important subjects are English and math. A surprise result is typing rating high in each category and with a 45 total percentage. To properly evaluate most other subjects and the usefulness, one has to apply it to the job categories. As indicated by many of the answers, these results must not be interpreted to mean that other classes taken by these people did not have any value in the general preparation of the student to take his place in society. Past learning will constantly be recalled as it is needed.

These results might be used in two ways. First by the course instructors to analyze the content and method of instruction as it applies to these non-college bound students. Is the course meeting their needs? Second, as a counseling aid to guide present students into needed areas of study.

Question II What Classes Have You Found Least Useful?	Agriculture & Related	Technical Engineering	Homemaker	Students Unemployed	Personal Services	Professional & Semi-Professional	Armed Forces	Clerical Office	Total Percentage
1. Agriculture	6	4						11	3
2. Art	25	14	9	10	25	18	7	8	11
3. Biology	12	32	37	7	12	18	10	38	24
4. Bookkeeping		7	4			6	14		4
5. Botany	12	7	4					5	4
6. Business Law			4	3	12		3	3	3
7. Chemistry	6	14	4	7	12	18	3	11	9
8. C. World Prob.	25	28	20	24		18	7	11	17
9. Drafting				7			24		4
10. Economics			4					3	1
11. Electricity									
12. English				3		6			1
13. Foreign Language	25	42	33	34	37	35	7	27	29
14. Health Education	6	11	9	24	12	6	14	22	13
15. History	37	42	39	38		29	28	22	31
16. Home Economics			9	7	25	6		8	6
17. Industrial Arts			2	3		12	3		2
18. Journalism		7	2				10	16	5
19. Mathematics		4	7	7	12	6		3	5
20. Music	12	11	11	21	12	12	14	11	12
21. Photography							3		1
22. Psychology	12	7	4	7		6	7		5
23. Physics			2	3	12			3	2
24. Shorthand	6	7	22	3	37		3	8	11
25. Sociology	12	7	4	3		12	3	3	5
26. Speech	12		2	7		6			3
27. Typing	25	14		10	12		3		6
28. Work Experience			2						1
29. Zoology				3			7	5	2

Indications from this question clearly show that the student needs additional guidance in the area of foreign language. Many are in this class that might use the time in another subject area. History is rated high as a least important subject. This could indicate that the student is unable to properly evaluate the value of the subject, or it might indicate a real need to structure the course differently from the traditional methods.

It is suggested that all classes be re-evaluated by those people involved, and that the structure and content be changed if the need is found.

Question III *Classes You Would Like to Have Taken*	*Agriculture & Related*	*Technical Engineering*	*Homemaker*	*Student Unemployed*	*Personal Services*	*Professional & Semi-Professional*	*Armed Forces*	*Clerical Office*	*Total Percentage*
1. Agriculture	19	7	4						3
2. Art		18	15	14	25	18	17	5	13
3. Biology			2	3					1
4. Botany	6		2	10	12	12	3		4
5. Bookkeeping	50	25	31	31	12	29	21	22	27
6. Business Law	25	29	13	17			28	19	18
7. Chemistry	12	18	4	10	25			8	8
8. C. World Prob.			6	7		6	7	5	5
9. Drafting	6	29		3	12	6	7	3	7
10. Economics	31	18	11	21		35	24	16	18
11. Electricity	19	25	4	3		6	28	3	10
12. English	6	4	2				3	8	3
13. Foreign Language	19	14	17	17	62	18	24	27	21
14. Health Education	5		2			6			1
15. History		4		7					1
16. Home Economics			11	3		6	3	11	6
17. Industrial Arts		7	4	3		12			3
18. Journalism	6	7	11	7			19	11	9
19. Mathematics	19	48	7	14	12	6	10	3	12
20. Music		4	6	7	12		3	8	5
21. Photography		7	13	17	12		28	14	12
22. Psychology		4	20	3		29	21	16	13
23. Physics	12	11	2	10		24	3		6
24. Shorthand	6	11	17	7		12	7	19	12
25. Sociology	6		6	3		47	17	11	9
26. Speech	12	18	11	10		12	7	8	11
27. Typing	12	7	2	10			7	3	5
28. Work Experience	12	21	26	17	12	12	14	27	19
29. Zoology	6		4	10				3	3
30. Horticulture	6								1
31. Speed Reading	6	4						3	1
32. Forestry	6								1
33. Metal Shop	6	4							1
34. Auto Shop		4		7			3		2
35. Adv. Drafting		4							1
36. Electronics		7					3		1
37. Int. Decorating			4						1
38. Humanities			2						1
39. Office Machines			13	7				19	1
40. Sex Education		4	6				3		2
41. Fam. Development		4	7					3	3
42. Debate			2					3	1
43. Bus. & Manage.		11		7				3	3
44. Microbiology						6			1
45. Swim. & Gymn.						6			1
46. Basic Aviation							3		1
47. Pneu. Hydraulics							3		1
48. Logic		7							1
49. Advanced Math.		7							1
50. Geology								3	1
51. Criminology								3	1

IV. Why Did You Not Take Them?	Agriculture & Related	Technical Engineering	Homemaker	Student Unemployed	Personal Services	Professional & Semi-Professional	Armed Forces	Clerical Office	Total Percentage
Conflict	10	36	43	62	62	58	59	27	12
Not Offered	31	36	50	45	37	39	31	54	40
Counseling	31	32	20	21	12	24	29	19	22
Work	12	14	3	10			7	14	8
Teacher		11	6	10		12	3		5
Requirements	25	18	6	17		12		16	11

V. What Parts of English Classes Do You Feel Should Have Been Stressed More?

Reading	10	29	19	17	37	29	17	19	20
Literature		14	26	14		6	17	5	14
Speaking	44	39	30	17	12	53	41	30	31
Word Usage	31	18	7	45	12	12	38	35	24
Spelling	50	36	17	14	50	24	28	19	24
Writing	31	39	20		37	24	41	38	33
Satisfactory		32	24	14		18	17	11	17
Lese Repeat.									

VI. Are You Able to Do Most Everyday Math Problems That Are Directly Connected to Your Job?

Yes	93
No	3

VII. Are You Able to Work Most Everyday Math Problems, the Kind That Are Necessary for Running Your Home?

Yes	96
No	1

Work Planned When You Left School

Yes	50
No	50

RESOURCE COMMITTEE REPORT

This committee was concerned with the following questions:

1. What is the effectiveness of vocational education in the high school?
2. What types of vocational education should be provided in the small high school?
3. What are other schools doing to meet the needs of vocationally orientated students?

Seventy-five representatives from the following areas responded in answer to the previous questions.

Question 1:
a. Major businesses in Washington and Oregon
b. Junior colleges and advance training schools in the state
c. Department of Labor Statistics

Question 2:
a. Major businesses in Washington and Oregon
b. Junior colleges and advance training schools in the state
c. Department of Labor Statistics
d. County school administrators
e. Vocational guidance counselors in junior colleges and high schools

Question 3:
a. Small high schools in the state
b. Large high schools in the state

Correspondents were asked to comment on each of the questions and from these comments the following conclusions were drawn:

Question 1: What is the effectiveness of vocational education in the high school?

In response to the above question, almost all replies stated vocational education was very helpful to both employee and employer. The effectiveness varies with the school program, the person, and his or her personal skills developed.

The summary below agrees with most replies from the businesses.

> The effectiveness of vocational training is substantial when it teaches a student to use his mind and hands in working equipment of any type--planning a project, meeting quality and performance standards, meeting deadlines, cooperating with others in the use of common facilities, and instilling of pride in accomplishment.

Question 2: *What types of vocational education should be provided in the small high school?*

According to the information the committee collected, there is no program of vocational education that will fit the needs of every school. Undoubtedly the addition of vocational programs would improve the effectiveness of almost any school, but it cannot be said that any one (or many) vocational programs should be offered at every small high school. However, it was established that the academic programs are not meeting the needs of all students. This is supported by the growing number of drop-outs and non-success of a large number of high school students mentioned in the letters received.

The following are things which must be considered in determining what vocational programs will be offered at the small high school:

1. *Determine the objectives of the over-all school program. Any vocational programs must meet the objectives of the over-all school program.*

2. *The relationship of curriculums to their occupational application.*

3. *The availability of physical facilities (buildings, equipment, etc.)*

4. *The availability of competent instructors. (Instructor should be a competent tradesman.)*

5. *Identify the occupational needs at the local, state, and national level.*

The key to developing a successful vocational program is the local advisory committee. All of the five above points could be determined with the help of an advisory committee. It should consist of employers and employees of a cross section of business and industry in the community. This committee would serve two purposes. One, to determine what types of vocational education should be provided at the high school, and two, to develop a rapport with the community that would make the graduates of the vocational classes employable.

Before making any recommendation for vocational education this committee strongly recommends that a strong general education program in the Quincy schools be maintained. A strong general education program will enable the student to make adjustments to the ever changing world of work; however, emphasis on vocational programs will complement a general education.

This committee further recommends the district employ a full time vocational education director for all levels of vocational education. A person charged with setting up and directing the program for the benefit of all persons involved (students, parents, employers, and teachers). This would include coordination of all levels of education, elementary through high school.

Areas of Vocational Education Recommended:

- I. *Mechanical Training*
  1. *Machine work*
  2. *Maintenance*
  3. *Mechanical drawing and reading*
  4. *Automotive work*
  5. *Shop nomenclature and use of tools as relates to all areas*

- II. *Electrical*
  1. *Basic electronics*
  2. *Basic electricity*

- III. *Carpentry*

- IV. *Business*
  1. *Office skills*
     - a. *typing*
     - b. *bookkeeping*
     - c. *business shorthand*

- V. *Vocational study--all students*
  1. *Develop interest, attitudes toward work*
  2. *Jobs available in world of work*
  3. *Employee-employer relations*

Question 3: What are other similar schools doing to meet the needs of vocationally orientated students?

The following conclusions are drawn from correspondence, reading, and from resource persons during the vocational education course.

1. *Vocational Agriculture Course--determined by interest of community*
2. *Industrial Arts--determined by interest of community*
   - *Wood Shop*
   - *Metal Shop*
   - *Basic Electricity and Electronics*
   - *Mechanical Drawing*
   - *Architectural Drawing*
3. *Office Occupations*
4. *Home and Family Life Education*
5. *Health Education*
6. *Work Nursing Aids*
7. *Work Experiences--determined by job availability in community*
8. *Distributive Education*

New areas being tried:

1. *Welding*
2. *Machine Shop*
3. *Heavy Equipment*
4. *Fisheries (technicians)*
5. *Basic Electronics*
6. *Seamstress-commercial*
7. *Food Preparation*
8. *Waitress*
9. *Hotel and Motel Aid*
10. *Mid-management*

CHAPTER IV

RECOMMENDATIONS TO SCHOOL BOARD

As a committee of fifteen, meeting several times in brain storming sessions and with data secured as described in the various parts of Chapter III and the appendix, general recommendations were made for the school board. The board took no immediate action but thanked the committee for its interest and efforts.

These are the recommendations that were presented to the board of directors and school administrators:

A. Implementing Changes in the Present Curriculum

More consideration should be given in our existing classes for serving the 50% who will not be receiving further education beyond high school.

1. Encourage teachers to provide students with more opportunity in writing and speaking.
2. Through every day classroom activities the teacher should exemplify those qualities of:
    a. Honesty--by insisting upon an honest day's work for the grade received.

    b. Neatness--not only in personal appearance but in every day work.

    c. Promptness--by completion of routine work and school activities.

    d. Attendance--stress attendance and being on time to class--not only as a factor concerning school work--but as a habit that plays an important role in one's success on the job.

    e. Desirable traits--stress factors such as--personality, grooming, honesty, economy of materials and equipment, and character.
3. To encourage teachers to coordinate subject matter between different areas which will provide opportunities to enhance learning experiences.

B. Vocational Classes

Vocational education should be viewed as a part of the total educational offerings of the school. Each student should be given an opportunity to consider vocational education at various times in his school life.

1. Investigate the possibilities of adding additional vocational classes.

   a. Study the need
   b. Set up advisory group

2. Suggested areas are, but not limited to these:

   a. Auto mechanics
   b. General metals
   c. Electricity and electronics
   d. Building trades

3. Plan for a district vocational education director

C. Problem Areas for Inservice Training

It is recognized that change will take place with change of teacher attitude; therefore, it is recommended that further inservice training for all teachers for a better understanding of non-college bound students be established.

The following studies are recommended:

1. Non-graded system for those students requiring it

2. Curriculum study in all areas to effect specific ways and means of meeting the needs of the non-college bound students.

3. Focus attention on the necessity of teaching and stressing basic values in all areas. (i.e., responsibility, leadership, integrity, motivation, and personality)

4. Change the district requirement regarding four years of English.

5. Have follow-up studies regarding selective areas of subject matter and course content.

6. Curriculum guide now being used at the high school

7. Family Relations and Sex Education instruction in all grade levels

D. Counseling and Guidance

An expanded counseling and guidance program should be organized for the district to include vocational information and advice.

1. It is believed that guidance programs must involve the total school staff under professional leadership.

2. The role of the counselor should be defined and described.

E. Coordination

The coordination of curriculum and instructional innovations in English, math, social studies, and science in the district as well as on a building to building basis should be considered.

1. That secondary grades be considered as 7-12 for curriculum coordination.

2. That department heads be assigned duties and responsibilities with time allowed to implement coordination.

F. Scheduling Systems

During the study on the Quincy project data gathered indicated and several committee members mentioned that scheduling systems should be evaluated to help meet educational needs of all students; therefore, the committee of the whole suggests:

1. That the junior and senior high school curricula be coordinated, enabling the vocational education program to go further.

2. That an investigation and evaluation of the scheduling system be made.

3. That more semester classes be considered in the following courses:

   a. Agriculture
   b. Art
   c. Home Economics
   d. Journalism
   e. Personal Typing
   f. Mechanical Drawing
   g. Wood Shop

Advisory Committee Report

Near the conclusion of this study, the advisory committee requested permission to meet separately and without school personnel in order to be free to evaluate the entire program. Comments appearing in Appendix B were presented to the study group and then to the school board of directors as "Recommendations for Improvement of Vocational Training Program" by "Lay Advisory Committee".

CHAPTER V

CONCLUSIONS AND OVERVIEW

The Quincy project was enthusiastically received by the teachers, administrators, school board, businessmen and community. Much interest and support has been expressed about the education course and project objectives by those assisting from the State Office of Education in Olympia.

The committee arrangement has worked well to accomplish the research needed as a basis for meeting the objectives of the proposal. All members of the study group worked faithfully toward the development of the areas assigned.

Several objectives sought are being met because of the involvement of so many people. Most all teachers of the district realize the objectives of the proposal. Concern was expressed by the lay committee for several problems dealing with the vocationally orientated student. School administrators are becoming more aware of the responsibility of schools for preparing non-college bound young people for the world of work.

The course was designed to help teachers and administrators gain an understanding of the basic principles of vocational education and to create an awareness of the responsibility of schools in preparing non-college bound young people for the world of work. Several resource persons from throughout the state cooperated by taking an active part. Representatives of each department of the Coordinating Council for Occupational Education, members of several community colleges, personnel from other schools where vocational programs are in progress, and others were scheduled for various sessions of the course.

The function of the lay advisory committee proved to be important as a community resource and contact. School board members have requested the lay committee to continue to function in a continuing study of vocational education and for curriculum change.

Encouragement and cooperation already received suggests that vocational education will take on new dimensions in the district. The community as a whole has been informed and involved in the project to a point where it is assumed that a more receptive posture toward this neglected but integral facet of the educational process will be developed.

All data collected was placed in Chapter III. The interpretations were organized by the sub-groups and are included as a committee report. It is agreed that errors in method and form may appear, but the experience that school district personnel have acquired will surely prove valuable as work progresses to meet the needs of the non-college bound students.

Not completely reported was the immediate value of Education 440c "Principles of Vocational Education". Many class members expressed thanks and praise for the course. As part of the assigned work, units of instruction were developed for use in each teacher's class. Some of these units are innovations that have great appeal to students as well as other teachers, expecially at the primary and elementary level. It was of high value to have teachers meeting on a district wide basis to develop the concept of valid training in vocational education.

Some action regarding vocational classes has already taken place since the inception of this project. A vocational course in health education was conducted this past year. State approval has been given for the Quincy School District to start a vocational program in business and office occupations.

Beyond the general conclusions and recommendations of this project lie the task of implementing the changes suggested by the staff members and the advisory group. Meeting the educational needs of all students, academic and non-college bound, must be a prerequisite for the objectives of a smaller school system.

In order to meet the educational needs of all students, more time and study will be necessary to properly implement the recommendations of this study committee. From the body of information included, conclusions can be drawn as to how best the educational needs of the non-college bound student can be provided. Assuming that the "Public schools are charged with the direct responsibility to provide all youngsters with the potential skills of livelihood. . ."[3], recommendations suggested will be contemplated by the school board and administration for curriculum revision.

The Quincy project involved a large segment of the academic faculty and lay persons by having them become acquainted with the aims and purposes of vocational education.

The General Extension Course, Education 440c, provided by Washington State University was an important part of the program. Vocational education may be the key that unlocks the door to learning for non-college bound students.

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[3] Dropout Studies Design and Conduct: NEA, (Washington, D.C., 1965)

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APPENDIX A

Quincy, Washington
March 25, 1968

Dear Jackrabbit,

WHERE HAVE ALL THE STUDENTS GONE? GONE to success everywhere . . . on the farms, in the industries, in the military service, in homes, in colleges . . . gone on roads everywhere. Often we old teachers at Q.H.S. wonder just how rocky or how easy your particular road has been and to what extent your high school education has helped you. Today we are working on a research program to determine exactly that.

You are one of several hundred former Quincy High School students being asked to participate in this project. You and only you can make this research a success. The information received from you will be the basis of the future curriculum at Q.H.S. Students coming up will be able to benefit from your experiences. Therefore, dear Jack, will you take a moment or two from your busy day and answer these questions? We assure you that all information will be held in strictest confidence. By assigning each of you a code number, your name will not be linked with a particular questionnaire.

As the project has to be finished by June, we will need your answers by April 10 if possible, but not later than May 1, 1968. Please fill out the forms as accurately and completely as you can and return them in the enclosed stamped, self-addressed envelope. Remember your comments are welcome too.

Thank you for cooperating with your former "slave drivers." Now do take advantage of this opportunity to be a part of Quincy High's new curriculum.

Sincerely yours,

Research Committee

Enclosures (3)

P.S. The JACKRABBITS placed sixth in the State Basketball Tournament this year.

SURVEY OF FORMER QUINCY HIGH SCHOOL STUDENTS

CODE NO.

Street City State Zip

EDUCATION Years of schooling or training completed (circle) Year completed

9 10 11 12 13 14 15 16 17 18

EDUCATION OR TRAINING RECEIVED SINCE COMPLETING HIGH SCHOOL

TYPE	DATE ATTENDED	SCHOOL	MAJOR SUBJECT OR TRAINING
On-the-job	/ to /		
Voc-Tech Inst.	/ to /		
Business College	/ to /		
Community College	/ to /		
4 Yr. College	/ to /		
Other (specify)	/ to /		

MILITARY from Mo.____Yr.____ to Mo.____Yr.____ In military NOW ( )

If enlisted, check reason: satisfy military obligation ☐ career ☐

training and/or education ☐ other ☐

Show applicable training under "other" above, and work experience under "employment" below.

EMPLOYMENT Please list full-time positions held since completing education, with most recent or present first. (If married, and a homemaker, please indicate.) If employed full-time and still in school, show employment below and check here ( )

EMPLOYER	POSITION TITLE - BRIEF DESCRIPTION OF WORK	DATE STARTED
1.		
2.		
3.		
4.		
5.		

DO YOU CONSIDER YOUR PRESENT GENERAL OCCUPATIONAL AREA YOUR LIFE WORK? YES ☐ NO ☐

IF YES, WHEN DID YOU DECIDE? (Check one)

before entering high school ☐ during high school ☐

after high school ☐ while on present job ☐

Other______________________________

IF NO, STATE REASON______________________________

UNEMPLOYMENT Please check reason for periods of unemployment if any.

lack of training ☐ illness ☐

lack of experience ☐ other ☐

HAVE YOU HAD TO RETRAIN: to hold your job ☐ to get a job ☐

PLEASE USE REVERSE SIDE FOR ANY FURTHER SUGGESTIONS OR COMMENTS YOU MAY WISH TO MAKE. YOUR COOPERATION IS GREATLY APPRECIATED. THANK YOU.

COMMUNITY SURVEY

Date________________ Interviewer________________

Name of business or service________________________________

Address________________________________County________________

Person interviewed________________________________

Position________________________________Telephone No.__________

1. Do you employ high school graduates?

The first year after graduation __________
After completion of military service __________
Upon completion of higher training or education __________

2. What special limitations on employment are there that the school should be aware?
EXAMPLES: (check one)
_____Physical age and strength _____Licensing or certification requirements
_____Labor union restrictions _____Other (explain)________________
_____Labor law restrictions ________________________

3. If you have employed in your business over the past ten years students or graduates of Quincy High School, which of the following statements best describes the number of such employees:

1-5_____, 6-10_____, 11-15_____, 16-20_____, Over 20_____

4. Estimate the number of Quincy High School graduates that have been employed over the past ten years.

Male__________ Female__________ Is there a special reason for hiring one sex over another?

5. What specific skills are essential to these jobs?

6. Have these employees:

Possessed these skills at the time of employment________________
Been trained in these skills by you________________
A combination of the above________________
Been required to obtain special vocational training prior to employment________________

7. Are the skills that your employment demands ones that you would expect to be developed in a high school curriculum? Yes_____ No_____
If yes, to what extent:

Introductory only_____ Moderately developed_____ Completely developed_____

If the school is to be responsible, what courses would you suggest?

8. To what extent do you feel the Quincy school develop these skills in their students?

Less than adequately_____ Adequately_____ Fully adequately_____

9. Other than specific skills for the job, what personal qualifications do you look for in prospective employees?

10. To what extent should the school be responsible for developing these qualifications?

No responsibility_____, Some responsibility_____, Most responsibility_____, Full responsibility_____.

11. What courses would you suggest to develop the personal qualifications you consider essential in your employees?

12. Would a college degree be influential in your decision to hire one person for employment over another, assuming other qualifications were similar?

13. What specific skills could the schools equip students with that might better prepare them for a variety of vocational training schools?

14. What are some of the major weaknesses that you encounter in young workers in this community?

Were these people educated in Quincy schools?

15. In order of the apparent importance, rank six of the following classes that you feel would be of most value in your employment area.

_____English-writing-grammar
_____Speech
_____Economics
_____Business math
_____Social studies
_____Science
_____Foreign language
_____Salesmanship-Merchandising
_____Bookkeeping
_____Public relations
_____Shop math
_____Political science
_____Industrial arts
_____Home economics
_____Work experience

_____Welding
_____Psychology
_____Specialized English
_____Mechanics (motor)
_____Speed reading
_____Electronics
_____Vocational agriculture
_____World understanding
_____Art
_____Music
_____Typing
_____Business education
_____Journalism
_____Photography

16. How would you rate the job done by the schools in developing students in the following areas?

	Poor	Fair	Good	Excellent
Confidence in dealing with people	___	___	___	___
Neatness in work	___	___	___	___
Honesty	___	___	___	___
Patriotism	___	___	___	___
Proper attitude toward work	___	___	___	___
Respect for rights and opinions	___	___	___	___
Proper attitude toward supervision	___	___	___	___
Punctuality	___	___	___	___

17. Indicate your opinion of the following school curriculum areas:

Study habits and ability to do research:	Over-emphasized	Adequate	Needs emphasis
Offering of subjects vocationally orientated	___	___	___
Number of required courses	___	___	___
Requirements of science and math	___	___	___
Athletics	___	___	___
Guidance and counseling service	___	___	___
Social and dramatic activities	___	___	___
Use of community resources	___	___	___
Use of library and individual research	___	___	___

18. Do you as an employer consistently find inadequacies in new employees in any of the following personnel areas?

	Yes	No	No Observation
Ability to accept responsibility	___	___	___
Confidence in leading a group	___	___	___
Wise use of materials and supplies	___	___	___
Respect for his own strengths and weaknesses	___	___	___
Ability to conduct his own business affairs	___	___	___
Thinking through and adjusting to own personal problems	___	___	___

QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS

EXPLANATION AND INSTRUCTIONS:

No names will be used with this questionnaire. If you don't mind giving your grade point average, it would be helpful in interpreting the results.

This survey is being made by a group of teachers in preparation for suggesting some changes to be made in the classes offered at Quincy High School, in the hope that a greater choice of subjects can be offered. The more honest you are in your answers, the more helpful we can be to present and future Quincy High School students.

We realize that military obligations are affecting your present plans, but please answer the questions as though you had no military obligations.

The answers are to be made by checking in the boxes provided, or by filling in the blanks provided.

CLASS SR. ☐ JR. ☐ SOPH. ☐ FR. ☐ GRADE POINT AVERAGE________

1. Are you planning to go to college: .... YES ☐
.... NO ☐
.... UNDECIDED ☐

2. If so, check the type you plan to attend following high school graduation.

Four year, for a degree	☐	Vocational-technical	☐
Community or Junior (2 Yrs.)	☐	Nurses' training	☐
Business college	☐	Other______________	

3. If the answer to number 1 was "yes", check the answer that most nearly gives your main reason for going.

a. To make more money	☐	d. Parental pressure	☐
b. To learn more	☐	e. For social status	☐
c. The work I plan to do requires college	☐	f. Other____________	

4. If the answer to number 1 was "no", check the answer that most nearly gives your main reason for NOT going to college.

a. Work I most want to do doesn't require college.	☐	d. Don't think I can make the grades.	☐
b. Planning to marry soon.	☐	e. Can't afford it.	☐
c. Would rather start work as soon as possible.	☐	f. Other____________	

5. What work would you like to do as your life work:____________________

If undecided, check here..... ☐

6. If you have decided on your life work, what Quincy High School classes are you taking that will directly prepare you for that work? List in order of their importance:

1.________________________________
2.________________________________
3.________________________________

7. If Quincy High School were to offer the following courses, which would you like to take? Check no more than 3.

Auto mechanics ☐
Sheet Metal ☐
Electronics ☐
Crafts ☐
Marriage and family relationships ☐
Business machines ☐
Business English ☐
Other____________________________
If none, check here ☐

8. What courses now being offered at Quincy High School do you wish that you could take, but haven't been or won't be able to take? List no more than 3.

1.________________________________
2.________________________________
3.________________________________

9. Why couldn't you take them? Check the reasons that apply.

1. Schedule conflicts ☐
2. Too many required subjects ☐
3. Classes already overloaded ☐
4. Couldn't meet requirements of the class ☐

10. How many classes are you now taking: ☐

11. If you are not taking 6 classes, why not?

1. Couldn't get the ones wanted ☐
2. Need the study time ☐
3. No electives I like ☐
4. Class work is too hard ☐
5. Other____________________________

PRESENT OCCUPATION ______________________________

IS THIS WORK WHAT YOU PLANNED UPON LEAVING SCHOOL? YES ☐ NO ☐

PLACE THE COURSE NUMBER FROM THE LIST AT THE RIGHT IN THE BOXES PROVIDED AFTER EACH QUESTION. RANK THEM IN ORDER OF IMPORTANCE.

1. What classes have you found most useful since leaving school? ☐ ☐ ☐

2. What classes have you found least useful since leaving school? ☐ ☐ ☐

3. What classes would you like to have taken while you were in school? (Classes you select do not have to be from this list.)

1. ________________ 3. ________________

2. ________________ 4. ________________

4. Why did you not take them? (Check one that applies)

☐ scheduling conflict
☐ not offered
☐ inadequate counseling
☐ required too much work
☐ disliked the teacher
☐ too many requirements

1. Agriculture
2. Art
3. Biology
4. Bookkeeping
5. Botany
6. Business Law
7. Chemistry
8. Contemporary World Problems
9. Drafting
10. Economics
11. Electricity
12. English
13. Foreign Language
14. Health Education
15. History
16. Home Economics
17. Industrial Arts (Shop)
18. Journalism
19. Mathematics
20. Music
21. Photography
22. Psychology
23. Physics
24. Shorthand
25. Sociology
26. Speech
27. Typing
28. Work Experience
29. Zoology

5. What parts of English classes do you feel should have been stressed more? (check one.)

☐ Reading ☐ Speaking ☐ Spelling ☐ Writing (business and job form)

☐ Literature ☐ Word Usage (sentence structure) ☐ It was satisfactory

6. Are you able to work most everyday math problems that are directly connected to your job? Yes ☐ No ☐

7. Are you able to work most everyday math problems, the kind that are necessary for running your home? Yes ☐ No ☐

COMMENTS: ____

APPENDIX B

LAY ADVISORY COMMITTEE REPORT

The Lay Advisory Committee presented the following "Recommendations for Improvement of Vocational Training Program" to the study group and to the school board of directors:

1. *Change the fourth year English to a class or classes dealing with the practical application of English, i.e., learning to express oneself clearly and concisely verbally and in writing.*

2. *Have teachers point out practical value of each course they teach as it applies to every day use.*

3. *Relax or revise curriculum requirements to give time for more vocational electives.*

4. *Continue present work experience program and add a D E (distributive education) program to the curriculum.*

5. *Introduce a class in Crafts (smattering of carpentry, plumbing, metal working, welding, electrical, etc.) and a similar class in business skills.*

6. *Make greater use of local businessmen as lecturers and advisors in vocational fields.*

7. *Make use of all faculty members as advisors to free counselor for his actual work and possibly give him a chance to branch into vocational research. Faculty would be directly responsible to and under the guidance of the counselor. We question the advisability of assigning a set number of students to each faculty advisor.*

8. *Make no attempt to identify or segregate non-college bound students. Don't label anyone or any part of this program as being for non-college bound people. No one under the present conditions would admit to this, so one one would participate.*

9. *We feel that it is necessary to keep a lay advisory committee active to help with this vocational program whenever and however possible and to see that it is continued.*

APPENDIX C

The Dilemma of English--a Proposed Solution

by

Mary E. Kazda

Education 441
Mr. Richard Cargill
April 25, 1968

The Dilemma of English--a Proposed Solution

I. Statement of goals
  A. To produce basic qualities that employers want
  B. To provide good teachers
  C. To teach two kinds of students within same structure

II. Exploration of the problem
  A. In terms of the kinds of students
    1. "Non-academic"
    2. "Academic"
  B. In terms of motivation of students
    1. Must be appealing to them
    2. Must see a need for it
    3. Must relate to life
  C. In terms of the teacher
    1. Should be well-qualified
    2. Should be given in-service training
    3. Should be given time to teach
    4. Should have cooperation of other teachers

III. Structure of the plan
  A. Eliminate fourth year English requirement; provide electives
  B. Relate work of year to themes
    1. Relate with classes taken at these levels
    2. Relate with natural interests
    3. Provide for varying levels of ability
    4. Provide for teaching many non-academic skills
  C. Use many kinds of materials--preferably magazines, newspapers, and paperback books
    1. Provide variety
    2. Appeal to slower students
    3. Provide timely material
    4. Allow student to seek own level
    5. Always material pertaining to themes

IV. Advantages of the plan
  A. Can be done on practical basis
  B. Allows student to relate to community as well as school
  C. Allows English classes to function as communicative center of entire school
  D. Allows more possibilities for success to non-verbal student
  E. Provides many kinds of English skills

The Dilemma of English--a Proposed Solution

After some weeks of exposure to the ideas presented by experts in vocational education, certain conclusions concerning the needs of non-college-bound students seem to be taking form. The interesting fact is that the desirable goals listed for the non-college bound are equally applicable to the college-bound; therefore, it should be possible to teach all students within the same structure.

These goals were best stated in terms of what qualities employers would like in employees. According to Dean Wagaman, they want people who "are communicators--they speak and write clearly; are socially conscious people--they possess an awareness of the world around them; are personality projectors--easy to work with; have quiet enthusiasm; are competitors; possess maturity and good judgment; are loyal.'[1] Similar goals were given by Mr. McCartney, with the stress on human relations, integrity, and the ability to communicate well.[2] Local businessmen have also implied that these are the qualities that they would expect of employees, and books of vocational guidance list the same characteristics. If achieved, such qualities certainly should adequately prepare any student "to make a life and make a living."[3]

Whether or not we have failed to prepare Quincy High School students to "make a life and make a living" has not yet been proved, but we English teachers have been charged by parents, by businessmen, by other teachers, and even by each other with neglecting the non-college-bound student, particularly in the areas of speech, writing, and spelling skills. Why are we failing these students? Many reasons have been suggested: insufficient preparation periods for English teachers; too many inexperienced teachers, owing to a frequent turnover in the English Department; the teaching of grouped classes as if they were all college bound; not relating English with other classes; failure to understand the "non-academic" type of intelligence. If these charges are true, then our troubles lie with the teachers and their methods, not with the curriculum offerings, as we had supposed when we began this study.

Our problem seems to have two aspects. First, we must have teachers who clearly understand what is required of them and who are willing to work to achieve the goals we have in mind. Perhaps we need teachers with the same qualities that are so much admired in employees elsewhere, those mentioned by Dean Wagaman. The second aspect of the problem is that we need a structure in which this work may best be done.

To find a solution to either part of the problem is not simple. No matter what structure is selected or what kinds of teachers are employed, the total problem involves providing an education which offers both a "life and a living" to two basically different kinds of people, and to do it all within the same framework and with the same teachers.

What do I mean by "two different kinds of people"? It has long been a theory of mine (for which I can offer no statistical proof--only the observations of twenty-seven years of teaching) that there are two kinds of intelligence, and that our schools have long been geared to but one kind. The ones we have neglected we have labeled "slow learner" or "non-academic," "non-college-bound," etc. This type of learner we have failed to teach because we have failed to realize how he learns; or because we do not understand his nature, which is the opposite of that of the "typical" English teacher. The "non-academic" learns more easily by hearing instructions, or by seeing demonstrations, or by watching movies or television. He would rather listen than read; he would rather talk than write; he is active--he does not like to sit still for long periods of time; he is usually more gregarious. He loves to take things apart and put them together again; he likes to watch the gears work; he loves machinery. He thinks in terms of the practical; he wants to see an immediate use for what he is doing.

The "academic" student, on the other hand, is more often the idealist, the dreamer, the theorist; he loves to plan but often fails to put his plan into action. He is more likely to be introverted; he would rather read his instructions that to hear them or have them demonstrated; he would rather read a book than watch television; he would rather write than talk. He likes the arts, the abstract, the imaginative rather than the practical or the concrete.

How is a teacher to teach both types of people in the same class with the same structure and still provide for the needs of both? Clearly, it is a problem of motivation. The teacher must interest both kinds of people in both academic and practical skills if those students are to realize their full potentials.

There is certainly nothing very original in the proposal which I am about to make as a solution to this dilemma. The ideas were taken mostly from articles and books dealing with slow learners and the disadvantaged student. This is not to say that the non-college bound are slow learners, but many methods used for slow learners will also work nicely with the "not-so-slow" because the emphasis is upon making learning interesting, achievable, and useful. Isn't this what all learners want? Mr. Kramer quoted a study which had been made of the effects of the traditional and the non-traditional methods of preparation for college in which it was found that the non-traditional methods prepared as well, or in some cases, better than the traditional.[4] In my own experience, it would seem that many of the methods I use in a college preparatory English class are those recommended for the slow learners, yet my students seem not to have suffered from those methods. According to Joseph F. Dutton, "What the slow learner needs is not so much an ultimate objective as a daily sense of enjoyment and achievement in what he is asked to do."[5] Doesn't everyone want a sense of enjoyment and achievement?

To turn the coin over, do the "non-academic" students fail to learn the basic English skills by using non-traditional methods? Dutton describes the programs used in his school to teach slow learners, the specifics of which we will not discuss here, but generally they found that they were able to teach basically the same things that we teach in any English class, and to relate English assignments to the work of other classes.[6] Truly, "Just as what the slow learner needs in composition is different from what the average student needs only in *depth*, *quantity*, and *method of instruction*, his needs in literature are not so very different from those of other pupils."[7]

Perhaps the key to the whole matter of motivation in any subject is this, "The problem is that what slow learners have been asked to read in the classroom has not appealed to them, has not been directly enough related to their lives here and now."[8] This is true of *any* English student. No literature has any validity if it is not *related* to life. The reverse is also true--any literature can be taught to any student if it is made meaningful to his life--if he sees an application to himself. That this is possible was proved by Daniel N. Fader at the Maxey Boys' Training School at Whitmore Lake, Michigan. In his *Hooked on Books* he describes methods used with delinquents who had seldom looked at a book, much less enjoyed reading one. He cites many examples which proved the ability of the boys to read and enjoy many kinds of books, but the one which, to me, was most graphic concerned two boys reading while hiking. During the first part of the hike, one boy hand-led his partner so that the other could read while he walked; on the return trip, they exchanged places![9] These boys were taught to read and write by using magazines, newspapers, and paperback books instead of textbooks because such materials were closer to the boys' world of understanding. They found that these boys would and could master almost anything if they were interested in it. They *did* proceed from the practical to the abstract, thus uniting the *worlds* of the "non-academic" and the "academic" student. The author does not, however, guarantee success simply by using paperbound materials; he also points out that failure can occur "...if such changes are not made within a program which also makes meaningful changes in the methods of teaching English."[10]

It is not my intention to discuss methods in this paper; there are innumerable sources to which a teacher may go for ideas of motivation and methods--but from whatever source he gets his ideas, he must realize that, "Teaching the slow learner probably demands more imagination and vitality than any other work a teacher is likely to do. It involves not only recognizing the student's limitations, but also his desire for maturity, prestige, and accomplishment. No single textbook that I know of suffices, but there are methods and materials available to help us give the slow learner something new and something desperately needed--a respect for himself and for the work he can do."[11] Again, let me emphasize that this applies to *any* learner.

To insure that Quincy High School English teachers can accomplish the goals outlined in this paper, I would propose that more attention be given to securing well-qualified teachers and that more be done to help them continue to be better teachers. This also presupposes that English teachers will be given more time for preparation, planning, and learning. It is impossible to teach five English classes and supervise a study hall without sacrificing quality of teaching. Finally, it cannot be expected that the English teachers alone can take the full responsibility for teaching and maintaining adequate English skills. We have long said this, but we have not practiced it. The student must realize that he has a use for his English skills in every other class, and that he will be expected by every other teacher in school to put those skills to work.

If we could get the cooperation of all the teachers, we could secure this goal within our present curricular structure, but I believe that a shift in structural emphasis would make it easier to achieve.

I would like to outline here a plan which I think could be made practical for Quincy High School, although its implementation would require careful preparation and planning. I think it would allow greater possibilities for success to the non-verbal student; it would make the English classes a communicative center of the entire school; it would provide for varying levels of ability and interest; it would involve both the practical and the creative elements of English study; and it would allow the student to relate to the community as well as to the school.

First, I would require only three years of English study instead of four, since most colleges do not require four years of English for entrance. This would enable the student who is not interested in pursuing it further to elect some other course in his fourth year which might be more practical for him. For those wishing to continue, there would be provided several different types of English or English-related classes. Some of these might be a practical or business English; speech; journalism; college preparatory English; advanced composition; or perhaps a course in the appreciation of literature. Such courses would provide for both the college and the non-college bound.

The first three years of English instruction I would organize on a theme approach. Each year would have a different theme correlating with pupil interests and needs at that level and relating as much as possible to the other subjects which they would likely be taking in that year. I would suggest the following, although they could easily be almost anything else:

Grade 9	The World of Nature
Grade 10	The World of Work
Grade 11	The World of Social Responsibilities

If that seems too little for a year's work, it could be divided by semesters into two themes, as follows:

Grade 9	The World of Nature--The World of Recreation
Grade 10	The World of School--The World of Work
Grade 11	The World of Social Responsibilities--Learning to Understand Our Fellow Man

By using a theme approach, one could make the relationship to life situations more apt, as indicated above. One could also adapt different levels of learning ability to a central focus for the entire class. Basically they would all be working on the same things, but in different degrees or varying depths, with all contributing to a general discussion or application to a situation.

Also by using this approach one could use many kinds of materials, preferably magazines, newspapers, and paperbacks. All of these would have a more urgent appeal than the usual texts, yet the teacher could apply the materials in them to many kinds of exercises in basic skills. In them, each student could find his own level of ability without "losing face" or he could advance without being held back by the needs of others in the class. By using these kinds of materials there would always be something relating to the theme of the year.

Another advantage of a theme approach is that it could relate so easily to other classes in the school; in fact, these themes were selected with this in mind. As Freshmen, they are taking biological and earth sciences, physical education, health, mathematics, band, shop, home economics--all of which have relationships to the themes mentioned. Their natural interests at this age are also oriented to nature and recreation. They like animals, sports, cars, science and science fiction. They want to explore the mysteries and find out the why of everything. It would be part of the plan that these interests could be used in all classes to help tie the theme into all their school work. What is more, it would be part of this plan that work from other classes would be brought to the English classes, or vice versa. This would provide immediate practical application of English lessons and involve the other teachers directly in the work of the English classes. This could extend also to assignments pertaining to community responsibilities; church work, club activities, home duties might all be utilized in this way.

How this would be structured to provide time for learning basic English skills as well as for applying them in assignments for other classes would have to be worked out. Perhaps it could be done by some kind of block scheduling plan or by utilizing team teaching. Time must be provided for teaching the skills that they are to use, and for teaching them well; therefore, the English classes cannot be allowed to become simply a "dumping ground" for all the other assignments in the school. During the first two years of high school it is particularly important that students learn their basic skills and learn to take pride in doing a job well. It is better to do less and do it accurately than to race through a mass of lessons poorly done. At all times we should be stressing values and good habits of workmanship--the dignity of work.

In the sophomore year, the basic structure would be the same. The theme for this year was chosen because at this time the students are beginning to grow out of themselves and to mature a bit; they are looking forward to summer jobs and getting a driver's license; they are wondering what courses their lives may take. Here is the opportunity to introduce them to what the future has to offer occupationally. At this time they may be taking more math, home economics, shop, typing, agriculture, sciences--subjects which either are vocational or are necessary skills for many vocations. It is the time to encourage some reading about many kinds of work, to introduce them to books about themselves and their teen-age problems, to discuss their relationships with other people their own age. It might also be a good time to stress etiquette and behavior, as they are becoming aware of someone other than themselves and they need to know how to get along with others.

As Juniors, they have gone beyond themselves to an interest in the society in which they live, an awareness of the less fortunate, a worry about what their world will be like. They are studying sociology, psychology, family living, foreign languages, history, political science, contemporary world problems, and higher math and sciences. Their reading interests reflect this social awareness. They ask for books such as Black Like Me, Nigger, Exodus, 1984, Brave New World, Animal Farm, Lord of the Flies, Of Mice and Men--almost anything dealing with modern social problems. They have matured enough to realize their social responsibilities and wonder about their own place in society. There is plenty of grist here for grinding in the mills of discussion, research, debate, or theme-writing. At this level they should be taught to organize their thinking, to make relationships and to draw conclusions. With these skills they can head for college or the world of work; such skills are applicable in either place.

Perhaps it seems that we have overlooked the artistic skills of the English language. It is possible to weave them in with the practical skills on levels that all can appreciate and enjoy, but should it seem desirable to teach literature as an art, or writing as an art, or if one wishes to stress the critical and evaluative aspects of reading and writing, the students should by their fourth year have the skills to do so. Some may elect special college preparatory classes with this in mind; others may decide to apply their creative skills in a more practical way as part of a distributive education or work experience program, or as a journalism or speech student. If he has learned the basic skills well, and if he has maintained his interest during the preceding three years, he should be able to apply his knowledge in almost any direction that he desires; and when he is a senior, he should have the right to make that choice.

The main thing to remember is that the student learns best when he has a fresh approach to his subject and a practical use for it. He may be learning the same basics each year, but if he approaches them in a new way and with a new purpose, he may be interested enough to stay in school long enough to graduate as a "... socially conscious communicator who is aware of the world around him, is easy to work with, has quiet enthusiasm, is competitive, loyal, and possesses maturity and good judgment."[12]

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FOOTNOTES

Footnotes	refer to	Bibliography Entry
1		5
2		4
3		3
4		3
5		1, p. 266
6		1, p. 266-272
7		1, p. 267
8		1, p. 271
9		2, p. 234
10		2, p. 51
11		1, p. 272
12		5

APPENDIX D

PRIMARY VOCATIONAL EDUCATION AIDS

List of contents:

Tape: PRAIRIE-TOWN BOY - Carl Sandburg
Tape and script narrating Sandburg's early job experiences.

Career Booklets:
Booklets and list of career pamphlets and free resource information.

Skit: WORKERS IN THE COMMUNITY

Visual Aids: 3 Comic Strips

Mr. Brown's Service Station
The Farmer's Sons
Town in Trouble

Posters: Career Posters
Modern Workers

Bulletin Boards

Primary Vocation Bibliography

List of Songs and Music for Primaries

List of Records and Filmstrips

Job Jargon

Vocational Education
Doris Simmons
Lois Books
Rosella Strong

A SKIT

WORKERS IN THE COMMUNITY

Skit idea .... Dolores Holler

Workers who feed us.

(Mother is giving Sue and Scott their breakfast. After some introductory dialogue, Sue asks for another cup of hot chocolate.)

Mother: I'm sorry, but I have used all the milk and the milkman hasn't come yet.

Sue: Maybe he forgot us.

Scott: I think he is late because the snow in the streets slowed him down. (doorbell.) That might be him. (Exits. Returns with a newspaper.) It was Teddy with the paper.

Sue: I wouldn't want Teddy's job.

Scott: Teddy saw our milkman's truck.

Mother: Do you want to sing about the milkman while you are waiting for him?

(Children and Chorus sing to tune of "What a Surprise" in Singing on Our Way Ginn.)

We have a friendly milkman.
He brings us milk each day.
He gets up early every morn,
And starts along his way.
When we hear the bottles clink
We are still in bed.
First he leaves our milk and cheese.
Then he turns. Quickly he leaves
In his milk truck.

(Milkman comes and talks with the children while filling Mother's order. Mother makes hot chocolate and children drink it.)

Sue: The milkman is a good helper.

Scott. What helper am I thinking about? He wears a big white hat and apron. He makes something for us by mixing flour, yeast and water, and other things. It comes in a loaf.

(Sue guesses the baker and adds that bread can be bought at the supermarket.)

Mother: And at small grocery stores, too. Please stop at the corner grocery on your way home and buy the foods on this list.

(Children say good-bye and exit.)

Chorus: (Sing to the tune of "Mr. Rabbit" in Music for Young Americans, Book II)

We are helpers, food helpers.
We come to assist you.
I bake the bread! I sell the bread!
Just so you have food to eat.
Oh, I'd like to be the helper
Who delivers milk each day.
Yes, it's nice to have good helpers
Who assist us in every way.

Workers who protect and serve us.

(While a second-grade class is in session, the fire siren is heard and the Children discuss firemen as community helpers, their duties and dangers. They also talk about how to report a fire.)

Chorus: (Wearing fire-chief hats, sing to tune of "Telephone Song" in Singing on Our Way)

Cling-aling-a-ling! Let's go! (Repeat.)
When the fire bell is ringing
Down the pole we come a-sliding.
Cling-a-ling-a-ling! Let's go. (Repeat.)
(Second stanza, lines two and three.)
Put on raincoat, boots, and hats,
To the fire we all race.

Bruce: (after Chorus exits) I know another helper who is important when there is a fire. He is the policeman.

(Children discuss duties of policemen.)

Doris: My aunt's house burned up. People sent her new things to use. They sent her money, too.

Ted: My mother sent money. She wrote a check and put it in an envelope. I mailed it.

Teacher: What did your mother write on the envelope, Ted?

Ted: She put my aunt and uncle's name. Then she put the name and number of the street where Doris lives.

Doris: She wrote the name of our town and state, too.

Chorus: (Reciting)

The postman walks the whole day through
Delivering mail to me and you.
He carries his sack on his back
And never stops to eat a snack.
He walks his route in all kinds of weather
And wishes his sack were as light as a feather.

Workers who keep us well.

(Children are playing with nurse and doctor sets received for Christmas. They discuss the duties and services of nurses, doctors, and dentists.)

Chorus: (Sings to tune of "Penny Problems" in Singing on Our Way.)

The doctor, nurse, and dentist, too-
All help to take good care of you.
They like to see you clean and neat
And even tell you what to eat.
The doctor, nurse, and dentist, too.

(At the end, all characters sing with Chorus to tune of "My Echo" in Music for Young Americans, Book II)

Finale -

All over the community, community,
These helpers you will find.
A-watching, a-watching, protecting, protecting.
Whatever you may do, you may do,
These helpers serve you.

VOCATIONAL RESOURCE MATERIALS

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"TEACHING AS A CAREER."
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"CAREERS IN BOTANY."
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PR - 43 Should You be a Physicist?
PR - 44 Should You go into Public Relations?
PR - 45 Should You be a Biologist?
PR - 46 Should You go into Law Enforcement?
PR - 47 Should You be a Veterianarian?
PR - 48 . . .

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The City Park	Page 34
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Sandy	Page 40
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Helpers	Page 46
Going to Travel	Page 47
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The Lion Tamer	Page 59
Clowns	Page 60
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The Midnight Special	Page 72
The Cowboy	Page 75
Indian Boy	Page 76
Traffic Lights	Page 77
Shepherds on the Hillside	Page 82
Terry	Page 91
Playing	Page 96
Young Mozart	Page 104
Yankee Doodle	Page 116
In March	Page 127
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Engine Number Nine	Page 147
Tugboat Whistle	Page 162
Choo-choo-ka	Page 166
We'll Come Back Again	Page 172

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My Father	Page 32
Steam Shovel, The	Page 37
Washerwomen, The	Page 34
At the Little Corner Store	Page 19
Ice-Cream Man, The	Page 10
Market Song	Page 13
Muffin Man, The	Page 7
Popcorn Man, The	Page 12
Street Cries	Page 5
At the Airport	Page 58

SONG, cont'd.

Come Rowing with Me	Page 41
In an Airplane	Page 59
On Our Train	Page 53
Railroad Train, The	Page 54
Ships in the Harbor	Page 56

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Hot Mutton Pies
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Ice-Cream Man, The
In an Airplane
Little Shepherd, The
Little Shoemaker, The
Market Song
Muffin Man, The
On Our Ranch
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Carl Sandburg, PRAIRIE-TOWN BOY

TAPE NUMBER 000

Part I

Poem by Carl Sandburg

Teacher's voice: The poems you just heard, "Paper I and Paper II," were read by the poet Carl Sandburg. He was born in Galesburg, Illinois in 1878. Carl Sandburg was a great American poet, story teller, newspaperman, historian and singer of folk songs.

When Carl Sandburg was a young boy, he thought he wanted to be a big-time baseball player until the day he tripped in a hole, while running for a high fly, and cut his foot badly on a broken bottle.

While he was growing up he held a variety of jobs and met many interesting people. This tape will tell about some of them.

The following selections are taken from "Prairie-Town Boy," a book he wrote about this early life in Galesburg, Illinois. We will begin the recording with chapter nine, Titled, "First Pay Days."

TAPE NUMBER 17

First Job

(p. 89, 90-91)

Now we have three questions for discussion.

(Taped questions)

1. What was Carl Sandburg required to do in his first job?
2. Give a description of his employers?
3. What was his pay?

(Turn the tape recorder to off)

Answers:

1. He swept the office, hall, stairs and sidewalk, washed and polished two spittoons.
2. Mr. Callendar was a heavy man with a large blond mustache.
   Mr. Rodine was lean and had a pink face with blue eyes.
3. He earned 25¢ per week.

Vocabulary:

"bay window"
roll top desk (a picture of the desk is on page 89)
pigeon holes
accumulations
earnest and busy broom
final strokes
spittoon (picture on page 89)

TAPE NUMBER 50

Job Number Two

This reading starts with the last paragraph on page 91, followed by the first paragraph on page 93, and the first two paragraphs on page 95, continuing to the two paragraphs on page 96, and the first one on page 97.

(91, 93, 95, 96, 97)

TAPE NUMBER 100

Questions:

1. How does your family receive its newspaper?
2. Have you or do you know anyone who has had a paper route?
3. Let's discuss and compare Carl Sandburg's paper route and newspaper deliveries today.

Vocabulary:

flat-bed press
thrown sprang
depot platform
Pennsylvania Grit
Trowels
Mortar

TAPE NUMBER 104

Job Number Three

As you listen to this tape try to visualize the conditions of his job and the type of man his employer was. How would you describe their last conversation?

This tape starts on page 102 with the second sentence of the first paragraph and includes all of page 103. The chapter title is "Milk Wagon Days."

(p. 102 - 2nd sentence and p. 103)

TAPE NUMBER 142

Questions:

1. What other answers could Carl Sandburg have given to Mr. Burton?
2. Does anyone have an idea why he didn't use any of those answers?

(Stop tape and continue discussion.)

TAPE NUMBER 145

"Primer Lesson" Carl Sandburg

Vocabulary:

felt boots
numb feet
chillblains
slowpoke
a man in a sulky driving a race horse
a string of horses
record-breakers
played a hunch

TAPE NUMBER 149

Job Number Four

This part is taken from the first paragraphs on page 106. Chapter Eleven, "In and Out of Jobs."

(1st. paragraph, page 106)

TAPE NUMBER 159

Has anyone had a similar experience with eating as much as you wanted of something?

Vocabulary: pop bottling

TAPE NUMBER 160

Fifth Job

Our next reading finds Carl Sandburg working in a drugstore. Some of his duties would not be needed in a modern drugstore. Try to determine which ones could be performed today.

The drugstore episode begins with the second paragraph on page 106 and ends with the first paragraph on page 108.

(p. 106, 107, 1st. paragraph 108)

Questions:

Give five reasons Carl Sandburg liked working in the drugstore.

TAPE NUMBER 192

Vocabulary:

prescription
pharmacist
chamois
showcases
spigots
cellar
casts
leery
carboys
muriatic acid
wood alcohol
turpentine
frolics
assafoetida
The Pharmacopoeia
sulphuric acid

TAPE NUMBER 193

Job Number Six

This job required a special kind of skill. As you listen you'll learn some things about the potter's trade that is still true today.

We begin with the last paragraph on page 109, and finish with the third paragraph on page 110.

Who will volunteer to do some research and make a report to the class about modern day pottery making?

Vocabulary:

dome-shaped kiln
potter
ball pounder
turners
iron disk
hand scraper
molders
crock or jar

TAPE NUMBER 220

Job Number Seven

This is a one paragraph reading. It starts at the bottom of page 110.

What qualifications were needed to do this job? Describe the equipment.

Vocabulary:

Trolley car
motormen
grade the hill
scrapers
a long slope

TAPE NUMBER 240

Job Number Eight

Listening to this gives us an opportunity to compare two employers. It starts on page 111, with the first paragraph and is completed after the first paragraph on page 112.

Vocabulary:

boathouse
refreshment
to let rowboats
a line of candies

(One employer was always worrying about his business. The other said he would worry when it was time to worry.) (Answer)

TAPE NUMBER 272

Job Number Nine

Now we find Carl Sandburg working in the winter. The description of each job and of the workers help us understand this work.

The story begins on page 112. It is completed on page 115.

Can you suggest several topics for discussion?

TAPE NUMBER 339

Why don't we have these jobs today?

How did the foreman help Carl Sandburg?

What did he learn from the other workers?

Vocabulary:

Pronged pole
chutes
propelled
iron tongs

rassled and wrangled
hustled
bawled or snarled

TAPE NUMBER 343

Job Number Ten

"Working for Fun" is the title of the chapter this section is found in. Carl Sandburg liked to attend the stage plays at the Auditorium and soon found a variety of jobs in the theater.

The part of the theater work I'm reading begins on page 120 and ends on page 121.

TAPE NUMBER 389

For discussion: Compare workers and jobs in the T.V. studio with workers and jobs in the Auditorium.

Vocabulary:

Props
scenes
property man
supernumerary
super

sceneshifters
comedian
cue
footlights
sarcastic

TAPE NUMBER 392

Job Number Eleven

Now we find Carl Sandburg unable to attend school but continuing to read books his sister brought home. He decides to learn a trade.

This is read from the first three and one half pages of chapter Thirteen. (pages 125, 126, 127, 128)

TAPE NUMBER 275

Questions:

1. Name several occupations he considered at this time.
2. Describe the work he did in the barber shop.
3. What was the title of his job?

Answers:

1. Plumber, carpenter, house painter, machinist, boilermaker.
2. Mopped floor every morning, washed windows, cleaned cuspidors every day, cleaned mirror, shined shoes.
3. Porter - shoe shine boy.

Vocabulary:

glimmerings
Constitution
Magna Carta
Executive
Legislative
Judical
clean as a whistle

Let's find out more about Carl Sandburg's many jobs as a porter in the barber shop. One day he made a mistake.

TAPE NUMBER 480

This reading starts with a single paragraph then continues to the first paragraph on page 132.

TAPE NUMBER 520

Questions:

1. Tell the events that lead to his mistake.

2. Discuss the meaning of confidence and experience.

3. What was Mr. Humphrey's reaction?

4. Give two other reactions, the barber had.

(He tried to keep from laughing-"guyed" Carl about it for a long time.)

Vocabulary:

Banner day
partitions
guyed me
Whisk broom
ignoramus
sharp words
talking natural
confidence
experience

TAPE NUMBER 525

Job Number Twelve

The last paragraph on page 133 tells us why Carl Sandburg left the barber shop. We will also read about his next job on pages 135, 136 and 137 to the end of the chapter on pages 139 and 140.

TAPE NUMBER 637

Questions:

1. Why did he leave the porter and shoe shine job?

2. Compare his former milk delivery boss George Burton and Sam Barlow.

3. Name the many tasks he did.

4. What was his pay? ($12 a month and dinner.)

5. What extra services did they give?

6. What words did Carl Sandburg read many times during this period of his life?

7. Where were the words inscribed?

As we read and learn more about Carl Sandburg we will find how his interest in Abraham Lincoln grew and influenced his life.

Vocabulary:

well-weathered face
I wasn't cut out
stoop-shouldered
debate
moral lights
when he contends
never to "sass" them
wicker lunch box

TAPE NUMBER 654

On the road

During this time of his life Carl Sandburg started to travel. I'll read the second paragraph on page 142, two on page 143, and the last paragraph on page 144 and the second on page 145.

Many years later Carl Sandburg wrote this poem.

TAPE NUMBER 726

Poem: CHICAGO

Vocabulary:

dead-end
valise or bag
teamsters
drays
buggies
surreys
Board of Trade
phaetons
two-horse hacks
buckboard
barouche
cobblestone streets
Elevated lines

The last section of chapter 15 describes more of his travels. This starts on page 145 with the third paragraph, includes all of page 146, and page 149 and two paragraphs on page 150.

Vocabulary:

board and room
his authority
bawl out a man
frozen-faced way
section "hand"
section "boss"
tamped ties
swung our scythes
dish trough
mulatto
chef

PRIMARY VOCATION BIBLIOGRAPHY

ABOUT MISS SUE, THE NURSE	Thompson, Frances B.,	Melmont Publishers Inc.
ARMY ENGINEERS	Colby, Carroll B.,	Coward-McCann, Inc.
A VISIT TO THE FIREHOUSE	James Lincoln Collier,	W. W. Norton & Co., Inc.
I WANT TO BE A COWBOY	Greene, Carla	Children's Press
I WANT TO BE A DENTIST	"	"
I WANT TO BE A DOCTOR	"	"
I WANT TO BE A LIBRARIAN	"	"
I WANT TO BE A NURSE	"	"
I WANT TO BE AN ORANGE GROWER	"	"
I WANT TO BE A POSTMAN	"	"
I WANT TO BE A SPACE PILOT	"	"
I WANT TO BE A STOREKEEPER	"	"
I WANT TO BE A TRAIN ENGINEER	"	"
I WANT TO BE A TEACHER	"	"
I WANT TO BE A TRUCK DRIVER	"	"
PETER TURNS SHEEPMAN	Olive W. Burt,	Henry Holt & Co.
SPECIAL FORCES	C. B. Colby,	Coward-McCann, Inc.
THE FIRST BOOK OF CONSERVATION	F. C. Smith,	Franklin Watts, Inc.
THE FIRST BOOK OF FIREMEN	Benjamin Brewster,	Franklin Watts, Inc.
THE FIRST BOOK OF NURSES	Mary Elting,	Franklin Watts, Inc.
THE FROZEN FOOD PLANT	Veva Elwell Allee,	Melmont Publishers Inc.
WHAT DOES A FOREST RANGER DO?	Wayne Hyde,	Dodd, Mead & Co.
WHAT DOES A JET PILOT DO?	Robert Wells,	Dodd, Mead & Co.
WHAT DOES A SECRET SERVICE AGENT DO?	Wayne Hyde,	Dodd, Mead & Co.
WHAT DO THEY DO? (Policemen & Firemen)	Carla Greene,	Harper & Brothers
WHAT DOES A VETERINARIAN DO?	Grant Compton,	Dodd, Mead & Co.

Other books in this series......

APPENDIX E

THE WORLD OF WORK

(SEVENTH GRADE GROUP GUIDANCE UNIT)

Education 440C-Vocations

Instructor: Mr. Cargill

Student: Elizabeth Click

THE WORLD OF WORK

(SEVENTH GRADE GROUP GUIDANCE UNIT)

By way of explanation in regard to this unit may I say that as Counselor of the Ephrata Junior High School, I have the privilege of meeting with the six sections of seventh grade students for 25 minutes weekly. This is not much time, but it seems to be the most that can be arranged.

The seventh grade teachers are most co-operative and will allow time in their block of time to discuss some of our topics begun in Group meetings, or will have the students write a theme in conjunction with our group discussion.

Because of the short time with each section we do not have lengthy movies, or long-planned sessions. We do use some short films, some transparencies, skits or panels.

Some of our topics have been--How to Study, Making Friends, Everyday Courtesies, Living With the Family--mostly about Life Adjustment Topics.

However, after having taken this course in Vocations, I can readily see a need to stimulate their interest in learning about careers, and I would hope that these seventh graders would be motivated to do some serious thinking about developing their interest in future job analysis. Also, to tie this study into a realization that the qualities that an employer looks for are the same as those of a responsible student.

The following, then, is not intended as a finished paper with references and footnotes, but as a unit in presenting the World of Work to the seventh graders. I should explain also, that we do not have an extended budget for materials and some of the following will be reprints of several source materials.

FIRST SESSION

To get the discussion started ask several students to discuss the difference between work and play.

Then continue with the questions on the following page.

Assignment for next Session: Choose 4 students whose fathers work in different occupations--preferably one in a profession, one in semi-skilled industry, one in an unskilled job, and one who owns and operates a business. Ask these students to assemble as in a panel and tell the:

educational requirements of his job
the hours he works at it
how he chose his line of work
is he happy with his work
any other special requirement

Why Work?

Objectives:

1. To teach students to appreciate that work is a privilege rather than a duty.
2. To aid the student in developing correct attitudes toward work.
3. To help students realize that work is the most effective way to get the necessities and the pleasures of life.

Questions for class discussion, to motivate students to think about work.

Does your father work? Where? What kind of work does he do?

What education is required of him in his job? Are there other members in your family who work?

If father didn't work, what things would you have to do without?

How would home life be changed for you? Could you have vacations? Could you plan on going on to school after high school? How would your life be affected?

Is the world of work the same as it was in your grandfather's time? Name a few jobs and the amount of education needed for work in his time?

What about your own future? Have you thought what you'd like to be? Do you think that you're too young to be thinking about a vocation? Do you know what courses you will need in high school to get ready for the work you want to do?

We call this the atomic age. Why? You'll be out of high school six years from now. What changes will have taken place then?

Teacher summary:

We all want certain things in life. Besides our food and clothing, housing and heat, we may want a car, or a watch, or we may like to play or take a trip. How do we get all of these things. We exchange something for all of these things. Yes, work. We work to earn money with which to buy all of these things. Sometimes we take all of these things that we get daily--food, clothing, luxuries for granted. But there are other reasons why we need to work. We need to be responsible about something--to get up in the morning, perform a day's work, go home and do our nightly chores, or relax with some type of recreation.

Or there may be other reasons why we work--to help others. There's a feeling of contentment and happiness within us if we give someone a helping hand. Salary is not the only consideration. Teachers, ministers, social workers, scientists hardly ever become wealthy. There is something else that keeps them at their task. Remember Thomas Edison worked many years of his life on inventions which helped mankind. Even after he became self-sufficient with enough money to provide for his needs, he kept on working.

Alexander Graham Bell, Abraham Lincoln, Marconi, Louis Pasteur, Eli Whitney--was it just the need of money that kept these men working and inventing and discovering, or was it something else that kept them going?

Some of us believe that we would be happy if we never had work to do. Would we really? Could we live a mentally and healthy life if we have never worked or had work to keep us interested and busy? What would you talk about? What would you think about? Why does the energetic boy turn out for football? Football is work. Why does the girl become a candy striper? Because she loves to give service to people

Remember how good you felt when you finished mowing that lawn, or putting the house to rights? It was a rewarding feeling.

Work doesn't always have to have remumeration. Each of us in our family unit has some chore to do, some job to fulfill, but it's time for us to explore the world of work, learn something about all of the different occupations, the professions, and the vocations so that we can plan wisely for our own futures.

THE WORLD OF WORK

SECOND SESSION

Panel of Four presents their topic--What My Father Does in his Occupation.

Pass out ditto sheet--Why Work--See page opposite--p. 5.

Assignment:

Write an Autobiography following outline which will be distributed in the Seventh Grade Home Rooms. This will be due the following week. Counselor will select two or three of the most descriptive autobiographies for presentation the following session. Page 6.

WHY WORK?

Adolescence is a time of new and expanding horizons regarding learning. This time of life brings new interests and deeper concern for previous interests. More and more at this time you learn things because you want to understand yourself, other people, and the world you live in--less and less will you study just because it is expected of you. You learn so that you may be a good citizen not a "good child."

This new feeling about learning enables you to see the world as adults do and to understand your part in it. To the extent that you learn for your own purposes, to satisfy your curiosity and needs, you are gaining in maturity. In judging your personality, consider how grown up you have become as a student. Complete disinterest in new learning, or a childish doing of tasks without question because you are told to do them, are both marks of immaturity. The more mature person judges what is important to him and sets about learning it.

New Friends and Old

Another of the tasks of the teens is to establish an adult relationship with friends. Learning to be a "man among men" or a "woman among women" is the way this task may be described.

As a child you accepted your friends on a childhood basis, but now you need to see them in a new light. Friendships may become deeper and more lasting at this time. They may be based on real interests, not just on the things that occupy your attention for a day or so.

In looking over your personality you will want to judge whether you have this new kind of friendships. Do you begin to see your friends as men and women, not as boys and girls? This change from friends as children to friends as adults is one of the marks of your growth from childhood to adulthood.

Making a Living

A major problem to be solved during adolescence is that of accepting the fact that soon you will need to make a living. This task is a part of achieving independence from your family and your acceptance of adulthood. It is often hard to change from being dependent to being a producer. However, during adolescence you must learn this new way of acting or stay forever a child.

In some societies it is easy to change from being a child supported by parents to being an adult who supports himself, but in our society this is often a very difficult task to master. First you must accept the fact that making a living is something to be learned and then you must prepare yourself through education and training to take on this new job. As an indication of the importance of making a living, many schools have guidance counselors who are especially trained to help boys and girls choose, train for, and adjust to vocations.

If you want to see how well adjusted you are...how your personality is working... ask yourself if you are making the right kind of preparation so that some day you may contribute to society by holding down a productive job.

Deciding What Is Really Important

During the next few years you will need to re-examine many things that you were taught as a child. You will not be as dependent on other people's decisions and you will begin to take responsibility for your beliefs and actions. To grow up you must stop and re-think many ideas before they can truly be your own ideas.

Perhaps when the re-thinking is done you will find that your ideas have not changed. Perhaps, however, you will find that many new things occurred to you or that you have deeper understandings of old ideas. In any event, you must decide for yourself what your own beliefs will be...you must decide what is important to you.

The healthy personality begins in adolescence to think and decide for itself what values it will live by.

To Do and To Discuss--Assignment 1

Name____Date______________

Prepare an autobiography dealing with all or nearly all of the following matters. (Writing this autobiography may help you to understand yourself a little better. Furthermore, your teacher, through reading your autobiography, will get to know you better and will therefore be better able to help you in the business of "Knowing Yourself.") Do this assignment on notebook paper.

1. My family.
2. My first years before school.
3. My years in elementary school.
4. Places I have lived.
5. Vacations I have spent.
6. Trips I have taken.
7. The way I usually spend the afternoon when school is out.
8. The way I spend my evenings after supper.
9. The way I spend a typical Saturday and Sunday.
10. Studies I like the most and those I like the least.
11. Some subjects and activities I wish our school provided.
12. Things I do well; things I can't do well; things I want to do well.
13. The work I hope to do (make three choices and give your reasons for choosing them).
14. Kinds of magazines and books I like to read.
15. Kinds of radio programs I listen to.
16. Kinds of movies I like to see.
17. Things I would ask for if I could have all the things I wanted.

THIRD SESSION

Read two or three of the best autobiographies.

Present MY INTEREST INVENTORY, p. 8 and 9. Complete, and if there is time hand out Interest Inventory Summary, p. 10. If there is not time for completion, collect papers and hand out at the beginning of the Fourth Session.

MY INTEREST INVENTORY

My Name____Age________Date________

I. What the School Record Shows.

A. Average grades in:

English__________________ Science_____________

Soc. Studies_____________ Math._______________

B. Name your two favorite school subjects (art, music, etc.) and give the average grade for each. ________,________and________,________

II. SCHOOL ACTIVITIES (Sports, plays, club work,etc.)

A. Name the two school activities which you like best. Put your first choice first; then write a line or two why you like them.

________________ ____

________________ ____

III. YOUR THREE FAVORITE HOBBIES (Cooking, carpentry, photography, reading, etc.) ARE:

A.____

B.____

C.____

IV. WHAT DO YOU LIKE TO DO BEST OUTSIDE OF SCHOOL HOURS? (Play football, listen to records or radio, etc.)

A.____

V. WHAT SKILLS DO YOU HAVE? (Fixing hair, cutting lawns, etc.)

A.____

VI. ARE YOU ESPECIALLY GOOD AT DOING ANY ONE THING? (Getting along with people, acting in a play, playing the piano, etc.)

VII. HAVE MEMBERS OF YOUR FAMILY OR A FRIEND SUGGESTED ANY PARTICULAR CAREER TO YOU? What____

How do you feel about this suggestion?_____________________________________

VIII. WHAT HAVE YOU OFTEN THOUGHT THAT YOU'D LIKE TO DO FOR A LIVING?

A. Why?____

B. How long have you been interested in it?__________________________________

IX. PART-TIME JOBS OR HOME EMPLOYMENT.

A. List the part-time jobs or home employment that you have had and tell why you did or did not like them.

X. DIFFERENT JOBS REQUIRE DIFFERENT KINDS OF READING.

A. Do you read newspapers?__________If so, which ones?____________

What parts of the newspaper do you like to read?________________

____

B. Do you read magazines?________Which ones do you like the best?___

____

What topics do you like to read about in magazines?_____________

____

What 3 books (outside of school books) have you read recently?

1.________________________ 3.______________________

2.________________________

XI. WHAT RADIO OR T. V. PROGRAMS DO YOU LISTEN TO?

________________________, ________________________

________________________, ________________________

XII. PUT A CHECK MARK AFTER THE ACTIVITIES WHICH YOU ESPECIALLY LIKE.

Working out of doors ____
Writing ____
Solving Puzzles ____
Being always on the go ____
Using tools ____
Repairing things ____
Making speeches ____

Meeting many people ____
Doing research work ____
Facing danger ____
Working at many things ____
Growing plants ____
Doing new things all of the time ____
Don't mind getting grubby or soiled clothes ____

XIII. CHECK TWO OF THE FOLLOWING THINGS WHICH YOU WOULD LIKE TO DO BEST ABOUT EITHER A RADIO OR A GARMENT. (Place a check after Radio____or after Garment____to indicate choice.)

____Make it.
____Sell it.
____Improve it.
____Improve its...

____Draw a picture of it.
____Write about it.
____Buy it.
____Teach others about it.

____Design it.
____Repair it.
____Use it.
____Write ads about it.

MY INTEREST INVENTORY SUMMARY

Now, look over the answers on the Interest Inventory which you have just finished and make the following decisions:

I. WHAT ARE MY LIKES AND DISLIKES?

Do I seem to prefer to work with people? _____

Do I seem to prefer to work with ideas (such as research for writing papers, science experiments)? _____

Do I seem to prefer to work with things (automobile, gadgets, mechanical equipment)? _____

Do I prefer to work indoors or out-of-doors? _____

Do I like to work out details and do routine work (checking long columns of figures, making inventories, etc)? _____

Do I prefer a job which offers a variety of duties with fewer details (being a receptionist or an entertainer)? _____

Do I prefer physical activity? _____

Do I prefer mental activity? _____

Am I a natural leader (head of clubs and teams)? _____

Do I prefer to have someone tell me what to do? _____

Which school subjects do I seem to have the most success in? _________

____

What are the topics which I seem to like to read about most? _________

____

II. WHAT ARE MY PHYSICAL AND MENTAL CHARACTERISTICS?

Am I physically strong? _____
Am I nervous? _____
Do I work until a job is finished? _____
Am I shy? _____ or Am I self-confident? _____
Am I hesitant about starting new things? _____
Do I become angry easily? _____ or Am I calm, slow to anger? _____

III. WHAT JOBS DO I SEEM TO BE ESPECIALLY INTERESTED IN? (List your interests in terms of job fields-for example-the field of medicine includes the work of doctors, nurses, orderlies, research scientists, dental technicians, X-ray technicians, etc.)

1. ____
2. ____
3. ____

THE WORLD OF WORK

FOURTH SESSION

Complete and hand in page 10--My Interest Inventory. Counselor will look these over and return at end of unit.

Discuss the term "interview" making sure that each student knows what the word means.

Assignment: Due next session--Interview your father, mother, or a neighbor.

Hand out p. 12. Students to fill out form and return for Fifth Session.

Choose 3 or 4 students from each section and have them come in during an activity period and classify these interviews according to educational needs--Tally sheet 13.

college

community college

vocational training

on the job training

high school

other

Students choose one of committee to report to next session result of findings.

STUDENT INTERVIEW:

TALLY SHEET FOR JOB INTERVIEW

Educational Requirements

College	Community College	Vocational or Technical	On the Job Training	High School	Other
______	______	______	______	______	______
Total ______	______	______	______	______	______

FIFTH SESSION

Chairman of 'Interview Group' reports on findings of committee on tallying Parent-Job Interviews. Write results on board. Have students observe orally their findings. Probably that education is necessary and becoming increasingly more important.

Hand out ditto sheet--What the Employer Wants, p. 15. Collect at the end the period. Ask for 3 volunteers to work during activity period to group the reports. Counselor will ditto off different ways of earning money and hand out at next-Sixth session. This may spur some on to find a way to earn their allowance.

What the Employer Wants

(Taken from: Exploring the World of Jobs-
Science Research Associates.)
P. 19

Betty Martin thought it was important to get the employer's viewpoint on jobs, so she decided to find out what employers want. ... Almost all of them asked: What experience have you had? This bothered Betty. How could a person just out of school have had any experience? One man explained it this way.

"We don't always expect you to have experience in our particular business," he said "but if we can learn about things you've done, such as working on fund drives, or about some part-time job you've had, all those experiences count. And your school activities are useful experiences, too. They give us an idea of your abilities and skills and help us to know where you will fit in to our business."

Some employers, like the one Betty interviewed, say that they don't expect young school graduates to have any special skills. They feel that the employer can give them the training they need. But another employer may be more apt to select an employee who knows how to do something useful in his particular business. Typing, for instance, is a basic skill which all employers want in office workers. It's also helpful in a number of other occupations.

...Suppose, for example, that you are an employer. You own a small electrical appliance shop and you need a boy to help out part time. Three boys come to apply for the job. Each boy is steady, reliable and a willing worker, but one of them has taken a course in electricity. Which one would you choose? You would probably hire the boy who knows something about electricity because you would feel sure he'd be more useful around the shop.

If you've had any kind of job experience, it always helps you to get another job. Most boys and girls, by the time they've finished high school, have had some kind of a part-time job, either on Saturday or during the summer. If you have had a part-time job, and if you were a good worker, you will have a good reference from a former employer.

To Do: On a separate sheet of paper write a short paragraph telling "How I Earned Some Money" or if you get an allowance, write about the work that you do in the home to earn the money which you get for an allowance.

THE WORLD OF WORK

SIXTH SESSION - Last session on World of Work.

Hand out ditto sheet - Results of "How to Earn Money."

Hand out ditto sheet, page 17. Give time to read and fill out page, then write on board as students dictate the habits which they feel would help them in school, or on the job (bottom of p. 17).

Teacher summary:

Some day we will have to earn our own way, because we cannot count on parents to provide for us forever. There comes a time when we all have to work, just as now we have to go to school. School is our tool for tomorrow. It would be so silly and unwise to try to cut down a tree with a dull axe; it is silly and unwise of us to do a part-time job at school. We need to think about what we want to be when we grow up, and then when we're ready to go further on in school, or plan a career we won't have left it up to chance. We need to find the job that we can do well and are happiest doing. Usually we are the most successful if we are happy with the occupation we are doing. You'll probably choose several careers before you settle on THE ONE, but that is as it should be. Learn all that you can about each one, and then make your choice. Did you know that Franklin and Edison had the makings of great men while they were still in their teens? Maybe there is a Franklin, or an Edison among you. Sometimes, Hobbies are a good way to find out about your future occupations--people who like to collect and identify flowers may become botanists, or landscape gardners, or the person who likes to collect and learn about rocks may become a great geologist. How would you like to bring all of your hobbies and collections for next time and have a Hobby Show? This might get your neighbor started on a hobby of his own?

Now let's take a few minutes and summarize some of things we have learned from our unit on the World of Work.

THE WORLD OF WORK

PERSONAL HABITS

SRA-Exploring the World of Jobs, p. 20

Employers not only consider job skills and experience, but they want to know what kind of a person you are. Do you get along with others, are you neatly groomed, are you reliable and responsible, do you consider punctuality important, are you honest, are you loyal, and are you willing to learn?

"The way you do things now has a bearing on the way you will behave when you get your first job. At home, at school, or at play, you are forming habits that may either help or hinder you in your chosen work or career. If you turn in neat papers to your teacher, it will help you do careful work in an office. If you are fair to others when you play games, you will be honest and able to cooperate with other workers when you get a job. If you wash the dishes or mow the lawn when you are asked to, you will find it easier to be a willing and reliable worker when you grow up."

...Can you answer yes to the following questions?

DO YOU?

1. Try to get to school on time every day?
2. Keep your room at home tidy?
3. Go by the rules of the game without arguing?
4. Ask Mom or Dad if you can help them when they are very busy?
5. Put books or tools away when you are through with them?
6. Work hard to understand your lessons before asking questions?

If you can answer yes to all of these questions, it will help you to get along better on your future job.

In the space below write the habits which you have that will help you you in school, or on a job.

________________________________, ________________________________

________________________________, ________________________________

________________________________, ________________________________ Shape the summary, through directed questions, to include the answers to the following:

Would the same amount of education that your grandfather, or even that of your father or mother be sufficient for you in today's and tomorrow's world?

What are the different ways in which you can learn a skill or profession?

- High School
- High School Plus
  - vocational or technical training in vocational schools
  - on-the-job training
  - apprenticeships
  - the two year community college
  - the four year college

What are some of the qualities that employers expect of you?

- a skill that he needs
- ambition
- able to complete a job
- to get along with people
- be able to read and write and do match in accordance with the requirements on the job
- for you to be well-groomed
- courteous
- honest
- loyal
- other

Are all of these qualities which you have mentioned in any way related to your job at school?

Can you answer yes to most of these? If so, you're on your way.

THE WORLD OF WORK

Pages 20, 21,22 are hand out sheets - just for observation to have students become aware of the many occupations in the Professional, the Semi-Professional, and the Vocational-Technical areas of work.

Other Reference Materials:

The Junior Occupational Briefs, SRA, 1962 - Counselor's Office
Junior Guidance Series - Counselor's Office
Career Stories - Junior High School Libraries

PROFESSIONAL OCCUPATIONS (From: Handbook of Job Facts) 1963

College Degrees Required Mostly-Some few not, but extensive training in specialized school required.

- Actors and Actresses
- Actuaries
- Agronomists
- Anthesthetists
- Archaelogists
- Architects
- Artists
- Astronomers
- Atomic Energy Careers
- Biological Scientists
- Cartoonists
- Chemists
- City Planners
- Clergymen
- County Extension Workers
- Dentists
- Dietitians
- Editors
- Engineers
  - Aeronatutical
  - Agricultural
  - Air Conditioning-Refrig.
  - Ceramic
  - Chemical
  - Civil
  - Electrical
  - Industrial
  - Metallurgical
  - Mechanical
  - Petroleum
  - Marine
  - Sanitary
- Food Technologists
- Foresters
- Free-Lance Writers
- Geographers
- Geologists
- Guidance Workers
- Home Economists
- Landscape Architects
- Lawyers
- Librarians
- Mathematicians
- Medical Librarians
- Medical Record Librarians
- Meteorologists
- Musicians
- Nurses, Registered Professional
- Oceanographers
- Occupational Therapists
- Optometrists
- Osteopathic Physicians
- Personnel Workers
- Pharmacists
- Physicians
- Physicists
- Psychiatric Soc. Workers
- Psychiatrists
- Psychologists
- Public Relations Workers
- Reporters
- Social Scientists
- Social Workers
- Special Librarians
- Speech and Hearing Therapists
- Statisticians
- Teachers
  - College
  - Elementary
  - Exceptional Children
  - High School
  - Kgtn. & Nursery School
- Wildlife, Fish, Game Mgrs.
- Veterinarians
- Vocational Rehab. Counselors

SEMI-PROFESSIONAL OCCUPATIONS

(Some college trained, some H. S., technical schools, or junior colleges.)

- Advertising Workers
- Airplane Pilots
- Athletic Coaches
- Cartographers
- Dancers
- Dental Hygienists
- Dental Lab. Technicians
- Draftsmen
- Fashion Designers
- Foreign Language Workers
- Funeral Directors
- Industrial and Labor Relation Workers
- Industrial Designers
- Interior Decorators
- Medical and Scientific Illustrators
- Medical Technologists
- Methods Analysts
- Photographers
- P. E. Teachers
- Physical Therapists
- Podiatrists
- Programmers
- Radio Broadcasting Workers
- Surveyors
- Tree Surgeons
- Window Display Workers
- X-Ray Technicians
- Television Workers

Vocational Training Directory
(SRA 1964)

Occupational Areas
- Accounting
- Air Conditioning/Refrigeration
- Airplane Mechanics
- Art, Commercial
- Automobile Repair, Mechanics
- Baking-Cooking
- Barbering
- Beauty Culture
- Bookkeeping/Jr. Accounting
- Business
- Business Machine Oper.
- Carpentry/Cabinet Making
- Court Reporting
- Data Processing
- Dental Assisting
- Dental Hygiene
- Dental Technology
- Drafting
- Dressmaking/Tailoring
- Electrical Trades
- Electronics
- Engineering Technology
- Fashion Design
- Flying Hotel-Motel Work
- Interior Decorating
- Machine Shop
- Medical-Assisting/Secretarial
- Medical Record Library Science
- Mortuary Science
- Nursing, Practical/Professional
- Photography
- Plumbing/Pipefitting
- Printing Trades
- Radio T. V. Broadcasting
- Radio T. V. Repair
- Real Estate/Insurance
- Secretarial/Stenography
- Sewing Machine Operation
- Sheet Metal Work
- Watch Repairing, Watchmaking
- Welding
- X-Ray Technology

Occupational Areas Misc.
- Advertising
- Agriculture
  - Agri-Business
  - Ag. Production-Animal Science
  - Ornamental Horticulture
- Airplane
  - Aircraft Dispatching
  - Aircraft Power Plant
  - Aircraft Pilot
  - Aircraft Instrument Reading
  - Airplane Stewardess
- Auto Upholstering
  - Auto Design
  - Auto Executive-Secretary
  - Auto Repairs
- Automotion and Instrumentation
- Appliance Repair
- Barbering
- Bartending
- Baseball Umpire Training
- Boatbuilding
- Bookkeeping
- Bricklayer
- Building Construction
- Business Machine Repair
- Cake Decorating
- Chemical Technology
- Commercial Deep Sea Diving
- Diesel Mechanics
- Dry Cleaning and Laundry
- Engraving
- Electrolysis
- Electrical Appliance Repairs
- Electronics Assembly
- Farm Equip. Mechanics
- Fashion Buying
- Fashion Illustration
- Fashion Merchandizing
- Filing
- Floral Design
- Forestry-Technical
- Fire Service
- Furniture Design-Upholstery
- Glassblowing
- Gasoline Engine Mechanics
- Gunsmith
- Heating-Oil Burner Repair and Installation
- Home Economics
- Horticulture
- Household and Domestic Service
- Industrial and Graphic Arts
- Jewelry Stone Setting
- Jewelry Making
- Journalism
- Knitting Mechanics

Landscape Gardening
Lumbering and Forrestry
Marine Engr. and Technology
Masseur
Management-Cafeteria
Meat Cutting
Medical Technology
Merchandizing
Metal Trades
Motion-Time Study
Office Machine Repair
Optical Lab-Technology
Painting
Pattern Making
Peace Officer
Practical Art
Plastering/Cement Finish
Plastics
Political Science
Petroleum Production/Processing
Radio and Electrical Parts Management
Radio Communications
Reservationist Training
Railroad Tel. and Sta. Agent
Receptionist Training
Restaurant Administrators
Reweaving
Sewing Machine Repair
Sign Painting
Shoemaking and Shoe Repair
Social Welfare Aide Train.
Steno-Receptionist
Supermarket/Cashier, Checking/Stockman
Surveying
Switchboard Train. & PBX Switchboard
Textile Work
Technical Illustration/Writing
Telegraphy and Telepathy
Telephone and PBX Oper.
Tile Setting
Tool and Die Making
Traffic & Transportation
Transportation Management
Truck Driving
Upholstery
Vending Machine Repair
Water & Sewage Technology
Weaving
Wigmaking
Window Display

WHY HOBBIES?

SEVENTH SESSION

Goals:

To stimulate interest in Hobbies which may lead to an interest in a vocation.

To encourage a wholesome attitude toward use of leisure time.

Just for fun.

To widen student's knowledge of recreation.

Teacher presents:

We talked about work and working hours in our last unit. Now, let's talk about our leisure time activities--those things which we can choose to do for ourselves in the time that we have for ourselves. The work day seems to be growing shorter, and the play time longer in our world today, so it sort of behooves us to find many ways in which we can enjoy our time. There are at least four ways in which we can use our spare time. One--learning things--reading and discussing with friends, making things, cakes, baseball bats, collecting things, and doing things. The more things you can do, or learn, or collect, or make--the more interesting a person you are. Try an experiment: Choose a time limit--say a month, or 6 weeks, and set yourself a task. This might include--read a book that is by a different author, learn a poem, collect something, create something from clay, or cloth, or some other material, learn a new song, a new game, start a collection--flowers, stamps, dolls, etc.

Take an oral survey, listing the various hobbies.

Plan a Hobby Show to be held later in the week, during Activity period for the combined seventh grade.

Have each group elect a chairman, and chairman choose his own committee of three to take charge of the collections as they come in, and arrange them on the cafeteria tables.

Talk about courtesy--moderate voices, looking and not handling, rights of ownership, etc.

APPENDIX F

The Quincy Valley
Post-Register

Thursday, February 1, 1968

Project underway to study vocational needs of non-college bound students

A study of the educational needs of the non - university bound students in Quincy high school is being undertaken here as a pilot project and is capturing the attention of the top echelon of educators in the state.

The study has also brought about the enrollment of 45 teachers in the Quincy school system in a WSU extension course, "Principals of Vocational Education." This in itself can be expected to show a marked increase in interest in vocational education in a number of fields.

The project is the brainchild of Keith Kirkbride, vocational agriculture instructor at QHS and has received approval of the Quincy school directors and George P. Pilant, coordinator of the Washington Research Coordinating Unit in Olympia. In the outline of the program, Kirkbride quoted the problem as stated by a national panel of consultants on vocational education and a report by WSU.

"A common criticism of the public schools in the U. S. today is that the general cirriculum is oriented toward college entrance. The President's Panel of Consultants on Vocational Education has emphasized that only about 20 per cent of our young people go on to complete college. This means that 80 per cent of our high school students will be involved in occupations requiring less than a college degree. Unfortunately, these percentages are reversed in terms of high school preparation. Uusally 80 to 85 per cent of the high school students are offered college preparatory courses while only 15 to 20 per cent have had the vocational training that will give them job entry skills upon completion of their education.

"One of the most pressing problems at present is the emerging need for the schools to provice vocationally useful education to students who for one reason or another will not graduate from college. The students will . eventually enter nonprofessional occupations of various types. At present they are in the majority.

"Traditionally many of our schools have been oriented primarily toward the college bound. In such school the other students have received little, if any, recognition or encouragement. Many reacted by regarding school as a sort of prison to be left as soon as legally possible."

Kirkbride based the need for the study on several assumptions, including 1. Many teachers do not understand the true meaning of vocational technical education and how it can contribute to the future of the non - university bound student; 2. The small rural school should plan vocational-technical programs which will prepare non - university bound students to take a useful place in the work force of our nation; 3. Schools should know what they can do for students without goals, and 4. Schools need a broader based curriculum to meet the needs of all students.

The primary objective of the project will be to determine the educational needs of non - university bound students in the Quincy school district and to make the information available to the administration and board members along with general recommendations for curriculum changes. Secondary objectives are to develop a greater understanding of the principals of vocational education on the part of the project personnel, total school staff and the community at large, create an awareness on the part of the school administrators, teachers and the lay community of the responsibility of schools for preparing non - university bound young people for the world of work, and examine ways the academic classes may provide more useful content for vocationally bound students.

Sixteen certified staff members have been selected to take part in the program, all of whom are enrolled in the extension course, and all will devote 60 or more hours of research to the problem. Some of the questions to be answered by this research are what percentage of Quincy High School graduates do not go on to further education and training; what per cent start college, but do not complete; what happens to the non - college bound students from Quincy; what do past Quincy High School students feel is lacking in cirruculum

Quincy Valley
Post-Register
Thursday, March 7, 1968

Quincy Valley
The Promised Land

The Swivel Chair

BY DON LINDBERG

Normally, I would expect each story in the paper to stand on its own merits, but this week we have an article about a study on vocational education being conducted in Quincy which I think particularly deserves the attention of every reader. Keith Kirkbride is doing yoeman service to the community in undertaking it and I feel all citizens should have a basic understanding of what he is trying to do.

Vocational education study underway in Quincy

Vocational education needs for non-college bound students are getting a detailed study in Quincy under a program being directed by Keith Kirkbride. There are two facets to the program, one a study group consisting of teachers and a lay committee and another an extension course with 56 Quincy faculty members enrolled.

The instructor for the WSU extension course is Richard Cargill of Wenatchee and he has been drawing on personnel from the State Department of Public Instruction for lectures to the group. The teachers have heard talks on vocational education, distributive education and the next lecture will be on office occupations. These sessions give the teachers an understanding of some of the skills and training desired by employers.

The second facet of the program is a study group which is working in four areas of investigation. The first, under Bob DeGabriel, is attempting to determine how many graduates have gone on to college, how many finished and what their employment stability has been. This study will go back over a 10-year period. In connection with this portion of the study, a coupon appears below to be clipped and mailed to Kirkbride to assist in locating addresses. The committee would like to have information from any source, the graduate himself, a relative or a friend.

A second study group, under Lynn Weisenfels, is making a community survey to find out the number of graduates employed here, the skills required and determine what the businessmen would like to see the high school training include.

The third study group, under Ray Conrad, is working on curriculum development using the information from the other groups. A fourth group, under Mrs. Larry Elliott, is a resource and special problems committee that is writing to other schools to find out what they are doing and also attempting to find any research material that has already been done on the problems.

Keith Kirkbride
Box 8
Quincy, Wa. 98848

The following individual was a student at Quincy High School. His present address is:

Name____

Address______________________________________

Quincy Valley
Post-Register
Thursday, March 28, 1968

School directors approve business occupations course

The Quincy school directors approved a recommendation by John Farrell, assistant high school principal, that a business and office occupations vocational education course be established in the high school next year.

The course will be for juniors and seniors and is designed to prepare them for employment in office occupations. It will include training and practice on a variety of office machines such as electric typewriters, duplicating machines, adding machines, calculator and dictation machines. Shorthand, office procedures, record keeping, bookkeeping, letter writing, and telephone answering are some of the skills the students will be taught.

The purchase of equipment for the course will be handled on a matching basis of state funds covering half the costs. In addition the state will provide additional vocational attendance monies for offering the course so the actual expense to the district is expected to be small, Farrell said.

ERNEST KRAMER (left) coordinator for Vocational Education for the State Department of Public Instruction, chats with Keith Kirkbride following a session of the extension course on vocational education. There are 56 Quincy faculty members enrolled in the class and several individuals from the Department have spoken to the group at its weekly meetings. (P-R Photo)

Quincy Valley
Post-Register
Thursday, May 30, 1968

School board gets report on vocational education

A study committee of teachers presented recommendations in the field of vocational education to the Quincy school directors Monday night.

Keith Kirkbride, group chairman, said the committee had spent thousands of hours gathering data on the needs of students and that 56 teachers in the system had participated in an extension course for credit to study the field of vocational education. Four committees were assigned to seek out information and statistics and combine them in a report both to the school board and a lay committee of citizens of the community.

Curt Byrnes, reporting on the results of a survey of past graduates since 1958, said 48 percent did not go to college and only 13.6 percent finished college. "We are catering our program to the 15 percent who go on to college and finish so we can say maybe we aren't meeting the needs of our students," he said.

In a survey of business firms in the community, it was found that many more boys and girls are hired but that girls have more skills than boys so there is a need for more vocational training for boys, Byrnes said. On the other hand, he added, general attitude and personal characteristics were thought to be more important than specific skills. "Thirty-four percent of the graduates in the last 10 years reside within 40 miles of Quincy and 70 percent reside in Washington so we are not losing them," he commented.

Kirkbride said the committee was unanimous on the following recommendations: 1. Promote vocational education among the parents and the community; 2. Appoint a curriculum coordinator; 3. Study the changes that should be made; 4. Provide realistic counseling and guidance programs for the district; 5. Give students an opportunity for vocational education by offering more courses; 6. Study ways to work vocational education into the schedule of more students.

Kirkbride concluded that "if the board could write into the philosophy of the school that 50 percent of the students are getting all their formal education in Quincy, the program would move ahead. We will have criticism because we are trying to do something different but we are convinced it needs to be done."

The advisory on vocational education held a meeting last Thursday and decided to meet on its own to arrive at its recommendations to the school board.

Lay committee reports on vocational education

The lay committee on vocational education working with a study group of Quincy teachers presented its recommendations to the school directors at their regular meeting Monday night.

The board took no action on the recommendations but thanked the committee for its interest and efforts and asked that it continue to function in a continuing study of vocational education.

Some of the recommendations of the committee included changing the fourth year English to a class dealing with the practical application of English such as learning to express ideas both verbally and in writing;

2. Have teachers point out practical value of each course they teach as it applies to everyday use;

3. Relax or revise curriculum requirements to give time for more vocational electives;

4. Continue present work experience program and add a D E (distributive education) program to the curriculum;

5. Introduce a class in Crafts (smattering of carpentry, plumbing, metal working, welding, electrical, etc.) and a similar class in business skills;

6. Make greater use of local businessmen as lecturers and advisors in vocational fields;

7. Make use of all faculty members as advisors to free counselor for his actual work and possibly give him a chance to branch into vocational research. Faculty would be directly responsible to and under the guidance of the counselor. We question the advisability of assigning a set number of students to each faculty advisor;

8. Make no attempt to identify or segregate non-college bound students. Don't label anyone or any part of this program as being for non-college bound people;

9. We feel that it is necessary to keep a lay advisory committee active to help with the vocational program whenever and however possible that it is continued.